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STUDENTS' BULLETIN,
KENTUCKY N. & I. INSTITUTE
1916

STUDENTS' BULLETIN

Published by the Students of The Kentucky Normal and Industrial Institute

VOL. III.—ANNUAL NO. FRANKFORT, KENTUCKY, JUNE, 1916. PRICE 50 CENTS

ANNUAL EDITION

DEDICATED TO

Class of '16

Edited and Published by The Middle Class.

Printed by the Institute Printers.



PRESIDENT G. P. RUSSELL, LL. D.,

Lecturer Moral Science and Economics.

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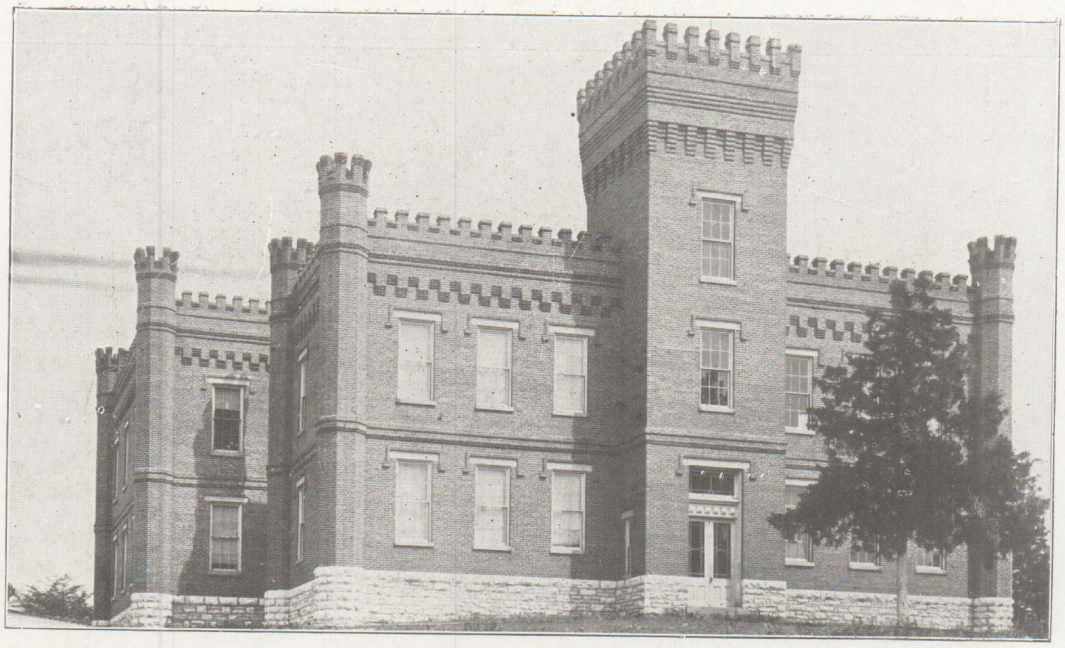
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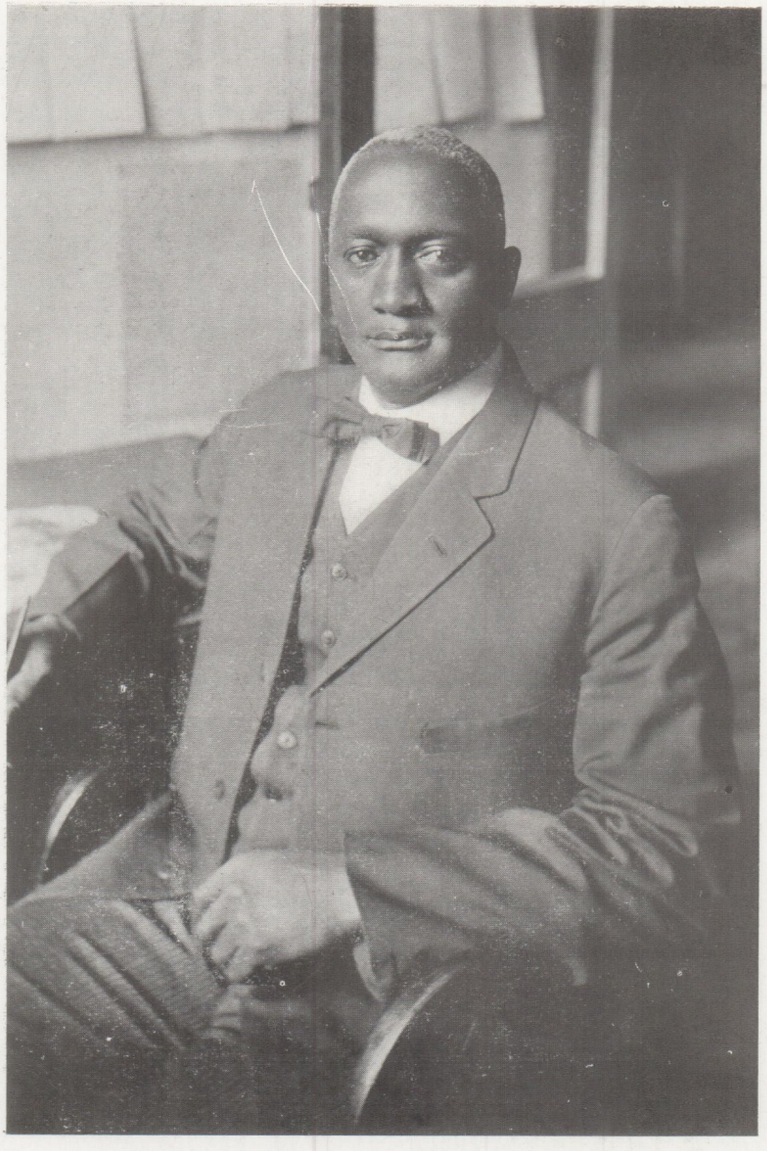
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RECITATION BUILDING.

142774



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Professor of Mathematics



LOUISE S. REID,
Teacher in District School



MRS. ANNA T. C'NEAL,
Instructor Domestic Art, Sewing.



PAUL W. L. JONES, A. B.,
Professor of History, Steward.



MRS. ELIZABETH WILSON,
Director of Practice School



MYRTLE F. TITUS,
Drawing, Instructor in Preparatory Department.



JULIA SOHMERS YOUNG,

Secretary to President, Director Commercial Branches.



CHARLES W. A. DAVID, A. B.,
Professor of Latin Language and Literature.



WALTER L. SHOBE,
Teacher in Preparatory Department. Librarian.



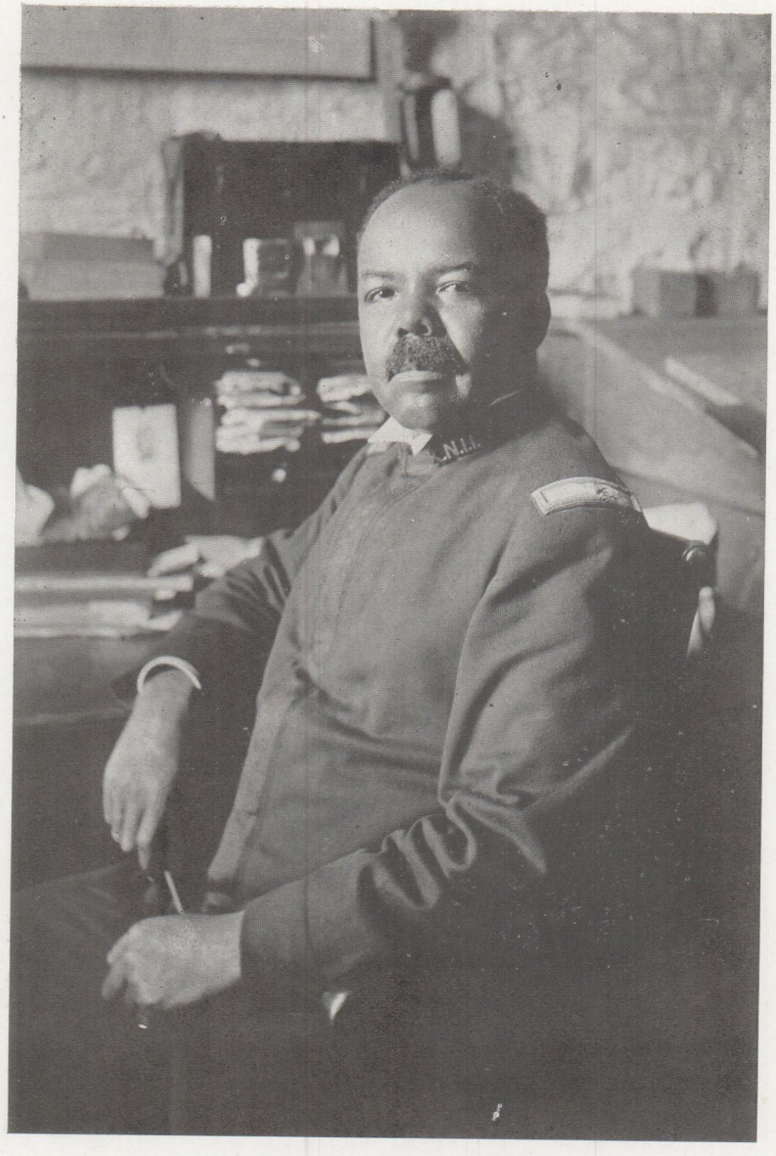
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Matron, Superintendent of Laundry.



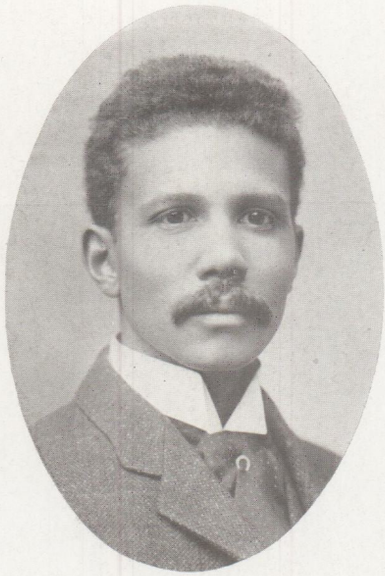
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MAUD C. GADDIE,

Instructor Domestic Science, Household Economics.

HELENA M. LOWE,

Director Music Department.

The Staff.

First Row, Sitting left to right:

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Lenora Waters - - Assistant Editor

Charles R. Roberts - Business Manager

Second Row

Rufus King - - Industrial Editor

Langston Bate - - - - "Jotter"

Preston Campbell - - Literary Editor

Third Row

Alma V. Storey - - Industrial Editor

Laura Taylor - - - - "Jotter"

L. Anita Turner - - Literary Editor

Elizabeth V. Haskins - Society Editor

Fourth Row

Grover C. Bird - - Religious Editor

Elizabeth Hogan - - Religious Editor

Mary E. Stoner - - - Class Editor

Robert W. Summers - Athletic Editor



Editorials.

THE END OF EDUCATION.

The end of education is character building, revealing to the individual his capacities and making him Master of them.

A discussion of character as the true objective point of education is threefold, so is its results. Stated specifically, the aim of physical education, is physical character; of intellectual education, intellectual character; and of the education of the moral feelings and the will, moral character.

The source of all character is within the individual himself and cannot be put in from out sides. All real growth, physical or psychic, is the result of the reaction of inner activity upon some kind of nutrition or stimulus.

The function of the teacher in character building is to modify or furnish environment, and stimulate this inner activity to react upon it.

The laws of character building are the laws of self-activity and the law of habit. By the law of self-activity is meant, that body and mind are both naturally active—that muscle, nerve and psychic faculties are so constituted as to function by reason of their own inherent life and action, and to function—pleasurably.

Biologically and psychologically, the price of life is activity—use. The law of habit means that movements, feelings and thoughts, tend by repetition to become permanently established.

Therefore, it should be borne in mind that true character building is a matter of much slower growth, as it is also more fruitful in permanent and substantial results, than can be hoped for in the mere acquisition of primitive knowledge.

In the education of the Negro, we must by no means underrate the potent influence of the colored ministry of all denominations and in all sections of the land. These ministers have in the main, exerted a moral force, both conservative and preservative, in the Negro's educational evolution, which will have a distinct and most important bearing upon his future character building. And so, lifting as we climb, onward and upward, we go, struggling and striving and hoping that the buds and blossoms of our desires will burst into glorious fruition ere long. With courage born of success in the past, and with a keen sense of responsibility, which we shall continue to assume, we look forward to a future with large promise and hope.

The principle that the source of character is within the individual himself applies to the Negro as well as to other races.

Notwithstanding his heredity and previous condition of servitude, a careful investigation of the facts will show that many of these individual citizens have won imperishable renown in literature, art and science, and that their names deserve to take a high rank in the penetralia of the world's glory temple.

This race has given to Russia her national poet in Alexander Pushkin, and to France her most distinguished novelist in Alexander Dumas. In this country they have adorned all the walks of life, inheriting in their gentle graces, what is best from intellectual attainments and a highly developed character.

W. T. Brooks.

"YOUR BOY."

This is a good time to think of your boy. If you do not look after him in the right way, some one will look after him in the wrong way. Begin now!

Send him to the K. N. I. I. where he will be taught to follow in the footsteps of his noble ancestors, to respect the law, to obey his parents, to regard the rights of all men, to honor virtue, to respect woman's advancement in the world.

The Golden Rule of life will be found in the Ten Commandments. They are short. They have survived the ages. They stand today unchanged and unchallenged.

They comprise the first great written law given by God to man. Before these few commandments all man-made laws fade into insignificance. Teach them to your boy. There is danger ahead if you do not.

Take a retrospective view of mankind and you will see that there is universal drift toward decadence. Heredity pays its premium and also exacts its discount. The son of a good father and an affectionate mother, brought up in an atmosphere of parental regard and the proper educational environments will never disgrace the family.

Remember—that the boys of today are to be the men of tomorrow. The destiny of the race is to be in the hand of its sons. If the boys are taught respect for the law, both human and divine, obedience to authority, manly independence and the fear of God, this great nation will be a noble monument to man's capacity for self-government and self-control at a time when all this world is a seething cauldron of unrest, unreason and disbelief.

Teach your boy to rule, but first to rule himself.

Brooks.

"OUR PRESIDENT AND HIS WORK."

By Lenora Waters, Ass't Editor.

It is quite beyond my power to give to strangers a slight mental conception of the type of man the much beloved President of our institution is. To compare him with his great contemporaries I would line him up with the immortal Booker T. Washington, of Tuskegee fame; Dr. Charles Elliot, President Emeritus of Harvard University. In patience, reverence, and generosity his equal is yet to occupy "Normal's Presidential Chair." In intellect he stands out prominently before the leading educators of today; his ideas are progressive and modern.

The faculty and student body of our institution love and reverence him. His will and desire and that of those laboring with him are the same. It is our delight to carry out his orders. We all enjoy being under his golden rule. We are each day learning to overcome the mistakes that have long held our race in intellectual and social bondage. Each day he lets fall from his lips, as the result of long experience and considerate thought, a few golden words of advice to an audience of appreciative students.

Each day, indirectly, he causes pure, noble and progressive thoughts to course through our minds, thus spurring us on to actions which will in after life result in successful eminent, loyal and upright men and women as citizens of this great nation.

During the recent session of the State General Assembly, when the Presidents of other State educational institutions had dispaired of getting an appropriation for their schools, our President never gave up the battle. And it is due to his untiring efforts that we, the only State educational institution, received an appropriation.

Immediately after the joyful news was received, improvements were begun. New plots of land have been put under cultivation for agricultural purposes; different classes have agreed to aid in the beautifying of the campus by planting flowers, gardens, etc.

Concrete and gravel walks have been constructed on the campus. The wood-work of the girls' dormitory has been repaired and painted and hard wood floors laid. The President's cottage covered and the roofs of Hume Hall, Girls' Dormitory, Trades Building and the Recitation Building have been repaired and painted. The Boys' Dormitory has been renovated and painted throughout; the Farm Building has been repaired and painted. Many other improvements have been made on the farm, campus, and in the shops and class rooms, many others are contemplated. He has improved our literary course, and today it compares favorably with the courses of study of the best Normal Schools.

The students who complete this course of study will help raise the educational standard of our Commonwealth.

Too much can not be said of the industrial work, which is doing so much to elevate the citizenship of today.

It is the chief aim of "Our President" to give to the State loyal, honest and upright citizens. To close, I will say, the half has not yet been told.

To appreciate the institution and its leader, one must come and mingle with us.





TRADES BUILDING.

CLASS OF '16.

By Lavinia Davis Broaddus, '16.

The career of the class of '16 began in 1911, when there came, from various parts of Old Kentucky, hundreds of bright and promising youths who were willing to toil and sacrifice for an education. As providence would have it thirty-nine of that number fell in the Second Year Preparatory Class. We realized the only way to prove a credit to the Institution and create true class spirit was to organize ourselves into a union; we did so with Mr. John W. Watts as president. We chose as our motto, "Gentle in Manners, but Resolute in Deeds," "White Carnations" as class flower and "Old Gold and Royal Purple" as class colors.

At the close of the fall term Mr. W. M. Gilmore was elected as president. During this term our class rendered a program in honor of the class of '15, then Sub-Juniors.

At the beginning of the spring term Mr. W. M. Gilmore was again elected as our president to lead us through the closing days of the year.

The most important event during this term was a contest for raising money for the Athletic Association. Although not victorious, the contest proved valuable, it brought a closer union and more strength to the class. On June 5, 1912, we left the Grand Old Institution for a three months' vacation hoping to meet again soon, as Sub-Juniors.

After spending a pleasant vacation we met again in September expecting to see the loyal thirty-nine with renewed determination for another year of earnest work. Though with all our hopes and watchful waiting we only met fifteen from the last year's number. We were joined by thirty-five others and our number was increased to fifty. With Mr. Charles Minor as president the search for knowledge was begun anew.

Mr. W. T. Brooks was elected to lead us through the next term. During this time we gave a banquet in honor of our new President and the Faculty.

With Mr. M. R. Coffield as President for the spring term we were carefully carried through our last days in the "Prep. Department." This was a very happy closing because we were passing into the Normal Department. We only regretted that we could not carry our beloved and helpful teacher, Prof. Jones, with us. We separated June 4th, hoping to return punctually as "Jolly Juniors."

In September, 1913, we only found thirty-five from our fifty to go on with us, but we were joined by twenty-five others who willingly labored with us. Mr. William Black steered us safely through the fall term.

In the winter term Mr. Arthur Bethel was chosen President. All during this term we were engaged in a Sunday School contest, which showed that the class of '16 was awake. With Prof. G. W. Hayes as our teacher we had a number of programs and entertainments and never tired of doing our best. We won second place and were presented a pennant by the Sunday School for faithful work.

In the spring term Miss E. C. Grinton was elected President and lead the class through many difficult places. During the last of her term we entertained in honor of the Senior Class of '14.

Miss Grinton performed her duties honorably during the occasion and all spent a happy evening. During this term we were represented in an Oratorical and Essay contest, by Mr. Charles Minor and Miss A. L. Stewart. Both acquitted themselves with much honor and Mr. Minor received the medal. We separated this year very much grieved to leave our classmates and Prof. B. Allen, our teacher, who had taken so much interest in us.

In the fall of 1914, forty-four from the last year's class returned as "Gay Middlers." We were joined by eight others, making fifty-two. With Mr. Frederic Nevils as President we began again with renewed energy and a stronger determination to reach the goal.

For the winter term Mr. Clarence Haynes was elected President to bring us through another turmoil. The young men of the class gave a banquet in honor of the ladies during this term which proved quite a treat to all.

As our leader for the spring term, Mr. S. V. Mitchell, was elected, he performed his duties well and created much enthusiasm within the class. During this term we again entered the oratorical and essay contests and won both medals. The oratorical contest was won by Mr. Claud Nichols and the essay contest by Miss Roberta Alexander. We went to our different homes June 3, 1915, after having spent a happy school year.

In September, 1915, we were glad to return to "Old Normal" as "Dignified Seniors." All of the former middlers returned and we decided to make this our banner year in the Institution.

From among the many capable young men we chose Mr. Claud Nichols as our President. The young ladies formed the "Senior Leisure Club," with Miss C. Maddox as President. We met every Monday night and did needle work and discussed many interesting subjects. The young men formed the "Progressive '16," which met every Tuesday. At the meetings they had debates and discussed topics of the day. Our class rendered a memorial service in honor of Booker T. Washington on October 31, 1915.

For our closing term Mr. Homer Turner was chosen as President. These were very busy days because we were preparing for our commencement which had been looked forward to for such a long time. We as the class of '16 have spent many happy days on Normal Hill which we realize with sadness can never be experienced again.



DAISY BELL WARREN.

A very sweet and studious girl, known as "cutey." She is the belle of her town—a great conversationalist.

GLADYS JONES.

Oh how she does typewrite. Very popular and loved by all. Is sure to make good at her work.

TENNIE C. HADDOX.

A prospective young lady, who will some day be a "school marm," a vocation she terms a "general art." A girl with high marks "sparkling" in Political Economy and Domestic Science. Class treasurer—she sure can keep money.

ANNIE ROWAN.

She had better get some blocks to stand on while teaching. Although small she gets around like a large lady.

FLORENCE STOUT.

A quiet, well behaved student. An example for all who came in contact with her. Will make a kind teacher.

HATTIE RAY.

What she is today she is always. Has many friends and is loved by all.

GERTRUDE WILHITE.

Will make a good teacher of small children. The little saying, "Slow but sure" can be applied to her.

MARY BAXTER SMITH.

The most modest of the modest and not unlike her name-sake, "The Virgin Mary." Good in Psychology and Chemistry.

MARY BERTHA WHALEY.

A quiet and hard working student. Sweet lil' lady wid pretty eyes. Many friends.

ETHEL C. GRINTON.

An art student with a promising future. Noted for her modesty. A member of the Glee Club and Mozart. Ethel is a fine girl.



VIRGINIA HAWKINS.

"An allround" student who is expected to pursue a college course and will make good. "She can sho' go" in Chemistry.

J. K. TITUS.

An athletic youth who always proves himself a star in the pinches. In both baseball and football Titus shows himself to be an athlete. A youth of integrity, who will be a successful business man.

CASSIE EMILY MADDOX.

An allround student—especially good in Latin. One of those genial, hand lending girls whose kind face alone volunteers all the aid its owner can give. Something makes her say she is futureless—Oh! modesty fly away.

CHARLES P. MINOR.

Minor has proven himself to be one of the great young men of the school. He won the medal in the Oratorical Contest in 1914. Minor is energetic and earnest, but does not object to a little fun now and then. Minor will study dentistry after leaving Normal.



ANNA M. GARNER.

A sister to the other one, and just as fine. We have had few girls who have equaled her in "general sweetest" of disposition.

BERNIE LEE GARRETT.

"General Course" has been her watch word, and a "general" over that "course" has Bernice Lee been. A girl who minds her own business, mixing good sense with

MRS. L. B. LANIER.

One of our special students and a minister's wife. She loves "Old Normal" and will always be with us.

SCOTT MITCHEL.

An exceptionally good student, has great executive ability and is Captain of Co. A in the Military Department. Scott is also Cap-

LAVINIA D. BROADDUS.

Class model (hee! hee!), very refined and cultured and makes a hit with the Dean by praying in Wednesday evening prayer service. "She can go."

MILEY RAY COFFIELD.

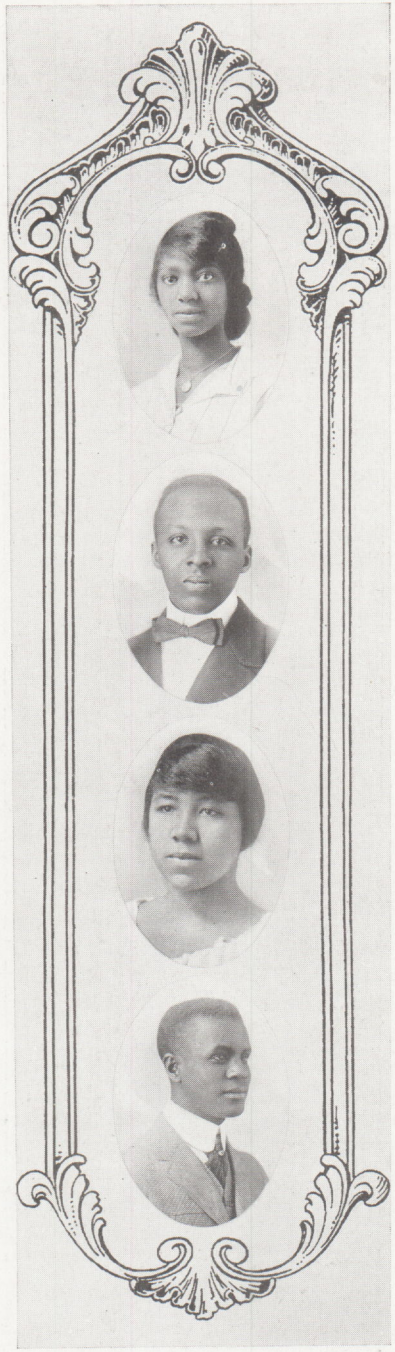
Major of the Military Department. Coffield is a serious, well behaved fellow who lost kiddishness and adopted manliness at an early age. He is a giant in Math. and Science. Will go to college, and is one of the members of the Trinity.

MAI AGNES GORDON.

"Fattie," we call her. Class pianist and she can play some music. Gets in "wrong" occasionally just to break the monotony.

CLAUDE E. NICHOLS.

The most popular young man on "Normal Hill," and a very thoughtful student. Claude is an allround athlete and is Captain of the base ball team. Nichols is also an orator, he won the medal in the Oratorical Contest in 1915.



ADA M. GARNER.

One of the "C. S. H. S." girls who has spent two years with us and has made a "rep" for her town school—all love her.

VIRGINIA MARIE COVINGTON.

Proud of being a farmer's daughter; noted for her excellent alto voice. A member of the Glee Club, Mozart, and double quartette. "There in Latin."

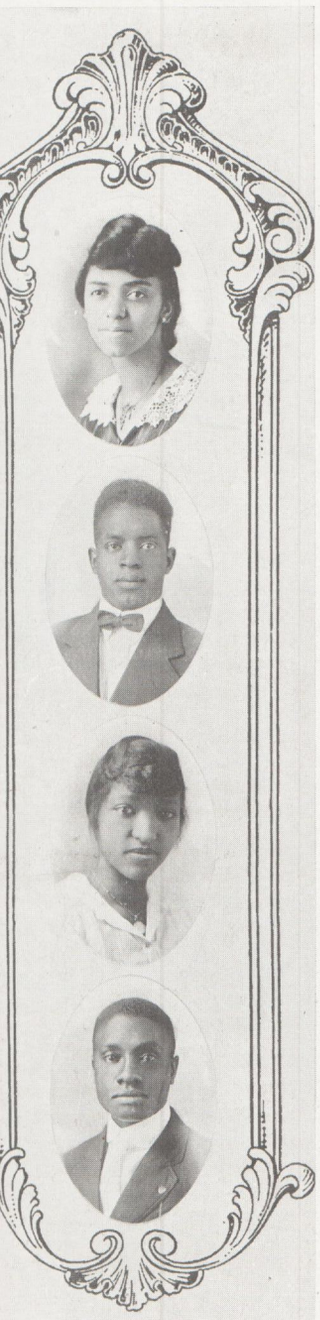
GERTRUDE WILSON.

One of the class "dolls," and chief "noise" maker. Very jolly and attractive. Her motto: "Be still sad heart and cease your pining." Around here in chrocheting and needle work.

JAMES F. RIDGWAY.

President of Jacksonian Literary Society. Some singer he is. Takes to music and is an adept too with a cornet. Taken all in all Ridgway is one of the finest young men that ever entered this school. A most obliging and good natured fellow. Everybody likes Ridgway.





ROBERTA V. HAMMONDS.

A quiet girl (?) and "still water runs deep," as you have observed. Promising with the motto, whatever's worth doing at all is worth doing well. Good in sewing.

ARCHIE VANLEER.

A conscientious young man whose exceptional conduct might well serve as a model for all who in their turn shall follow him. He is a business young man and one who is sure to make good in life where honesty and industry are the essentials of success.

ROBERTA E. ALEXANDER.

Most popular of the Senior Class (koochoo). She won a medal in the essay contest—an allround student.

WILLIAM BLACK.

Black is one of those young men whom you hear little. He does not waste his energy in making a noise, but uses it in filling his grey matter with knowledge. He always dresses neatly and is one of the most dignified young men of the Institution. Even talks to girls occasionally.



EUNICE BOYD.

A very accomplished domestic young lady. Will make good at her work because of her positiveness.

JAMES U. JONES.

A young man much liked and widely known. Humorous and original. A Jacksonian enthusiast. A sociable and clever youth. Has buried a deep love spot in the hearts of all his friends. He is one of the students of whom the institution is proud. Sparkling with brilliancy.

LENA KELLEY.

Very prominent young lady—especially loved by the boys (?), (I wonder why?) Nevertheless "the only way to have a friend is to be one."

H. O. TURNER.

President of the Senior Class, a hard working student and is noted for his moral courage. Homer makes a success at everything he undertakes. He has won honor on the foot ball field and is well liked by the student body.

KATIE BERRYMAN.

A thin, grave, pious-looking young lady with a sense of humor and a good head with plenty of grey matter in it. She actually made that good looking dress skirt which she wore Easter Sunday. There with the needle.

ANDERSON FIELDING.

Fielding is an athlete, a social star and a Christian worker. He is one of the best bass singers in the South, and we are proud of him. Fielding is President of the Y. M. C. A.

VALERIA GLADYS SPRINGFIELD.

A happy girl. She delights in singing and playing for others. She is industrious, zealous and unselfish.

LANDER M. BROWN.

Brown is very popular with the young ladies, and is noted for his shrewdness. He is a member of our band. He is a good student and will make a successful business man.



ROBERTA BEATRICE POSTON.

Hails from "Hoptown." She is a born poetess. A charming girl with many friends and noted for her smiles.

WILLIAM CHRISTY.

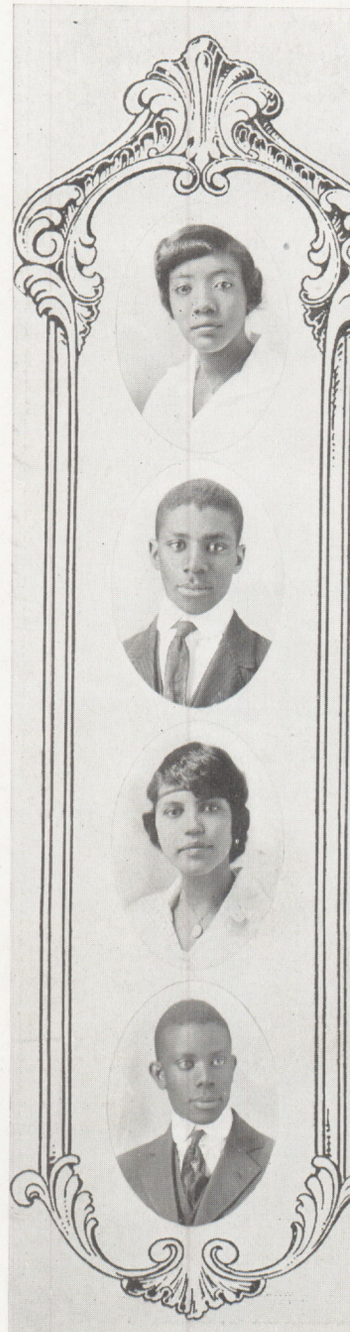
Christy has held various offices in the literary society including that of President. He is an enthusiastic athlete, and an earnest worker at whatever he sets his hands. He has a copious knowledge of Roberts Rules of Order.

AUDLEY STEWART.

Audley is our little "Florida Girl." She "flies off the handle" occasionally, but it does not take her long to get right. All in all, she is a lovable girl.

CLARENCE HAYNES.

Captain of Company B. A shark at Science and there with Latin. Knows what he comes to school for. Fine type of manhood. He is persevering and tenacious, and is one of these young men with high ideals and independence. Will pursue medical





THE MIDDLE CLASS

CLASS HISTORY.

LILLARD S. TURNER.

To appreciate the progress the class of 1917 has made, we must look back to the time when it was in its infancy. It was in 1913 that our class was organized as the Second Year Preparatory Class, with an enrollment of thirty-eight.

The Institution was new to us and we observed every movement that our teachers made, wondering just what they would request of us. However, our first experience was under the instructions of a man that insisted on scholarship, neatness and character. This teacher was none other than Prof. Paul W. L. Jones. His words and actions so impressed us that ere long the things he advocated were engraved upon our minds never to be erased.

We saw the need of a class organization and realized that we must have a leader. To fill this need, we elected Mr. John T. Green as our President. Our selection proved to be a very wise one.

The year ended with all of us looking forward to the class that we had won by hard study. We were all anxious to return home to our parents to tell them the good things we had learned while in school.

After we had spent the summer vacation in a manner which we thought best a number returned September, 1914, and entered upon the new year's work with enthusiasm. Our number was increased from thirty-eight to sixty-nine. We made it very pleasant for our new classmates.

Within a few days after we had returned, we elected Mr. Rufus J. King as our President.

The following winter term we selected Mr. John Lyle as President.

One of the most notable events during this year was our entertainment of the Faculty and Teachers' Review Class.

We had not been backward in our Sunday School work. We entered the Sunday School contest in the spring of 1914, against all the other classes in the Institution and won the blue ribbon.

This now ends the year and we all returned home to spend another short vacation with full hope that our hard study had advanced us to the Junior Class.

The vacation having been spent we met again as Juniors, September, 1914. For some cause only thirty-eight of our numbers came back to take up the Junior Class work. We elected Mr. Lunderman Carruthers President.

In the spring term we elected Mr. Mansfield Taylor to the presidency of our class, and under his leadership we organized the first Tennis Club and built the first students' tennis court on the hill.

The school year ended and we were all proud of our accomplishments.

In September, 1915, we started out on another school year's journey with an increase in our class enrollment of thirteen.

During the administration of Mr. William T. Brooks, the class reached the high water mark of its attainments. The class produced orators, essayist and soloist. It was during this administration that the class found the Sunday School laboring under an enormous debt. The class volunteered to assume this debt and on April 16th paid it in full.

For social and educational purposes the class purchased a Mirrorscope and presented it to the Science Department.

With a desire to contribute its "mite" to the comfort and beauty of the school, the class is cultivating a beautiful flower garden in front of the Ladies' Hall.

Last, but not least, the class, wishing to let the boys and girls in the State know more about our grand Institution, is publishing this annual.

This closes this year's work but with the aid of our Heavenly Father, we intend, in our Senior year to place the banner of "Old Normal" in a more exalted and higher position than ever before.

—o—

ESTIMATE OF THE SENIORS.

MARY STONER, '17.

We are proud of our Seniors. We are not in a position to say that it is the greatest class that has gone out. Yet, as far as scholarship, general bearing, culture and refinement are concerned we can conscientiously say, that they do not stand one percent below the average.

We found this never retreating band, setting out upon the waves of time a few years ago, and after a hard struggle with school life, they have landed successfully.

In the different organizations of our school they have shown talent. They have shown that they have the "back-bone" and the "grit" that is essential for the fight in the world. In the religious organizations, we find them solving the problems of religious ideas. In the literary societies, their abilities and talents are displayed. On the Athletic field, we find them shining stars. Everywhere it is known that we have a "No. 1 Senior Class."

We are now returning them to the Commonwealth. She sent them to us "green and raw," we are returning them "ripe and finished," fully equipped and prepared for life.



THE JUNIOR CLASS

HISTORY OF JUNIORS OF '16.

By Thelma Greene.

The career of this class begins three years ago and many links have been lost from the wonderful class chain. As Juniors of '16, it is our duty to give a short sketch of these three years work.

In 1912 we came to this Institution as Second Year "Preps" with twenty-six members enrolled.

For the first term Mr. Andrew Goodloe was elected President. All loved him as a leader and were sorry when his term was out.

For the next term Mr. Thomas Ledford was President. He, also made a good leader.

For the last term Mr. Marcus Smith was leader. We loved him as President for the class could not rule him.

As preparatory students, we were so interested in our studies, preparing ourselves, with the assistance of our competent teachers, for the next year's work, we had not the time to do any thing of historic interest.

When this term was out we were more than delighted to return to our homes, and yet we were much grieved to part from our dear schoolmates.

After spending a pleasant vacation we returned to school for the purpose of preparing ourselves more fully to fight life's battles.

September 10 a meeting of the Sub-Junior class was called for the purpose of electing officers. Mr. Edward Willis was elected President. We selected as our class colors, "Old Gold and White"; as our motto, "We Have Launched but Where Shall We Anchor."

We began the next term under the leadership of Mr. Marcus Smith. Never before had we a President who made the class meetings more interesting than this one. It might have been because we were just beginning to realize the good in class meetings.

Mr. Thomas Ledford was leader of the class for the next term. He also made a good leader.

The most important event of this term was the Essay and Oratorical contests. Miss Bernice Jones and Mr. John Gentry well represented our class. Our failure only caused us to strive the more for the next contest and soon it will be proven that our efforts were not in vain.

Again the time had come for us to part from our classmates and friends and return to our beloved parents for a pleasant vacation.

We returned to school in September as Juniors, hoping to find all of the class present. Our hopes were in vain, for many had dropped by the wayside.

Mr. Thomas Ledford was re-elected as President.

The most important event of the first semester was the Essay contest, conducted under the auspices of the Athletic Association. We entered the contest to win—and we won. Miss Madye Covington represented the class and easily bested her opponents.

After the examinations for the first semester we began to prepare for a banquet in honor of Senior class of '16.

"The European war" was the subject of a very interesting and instructive exercise given by the class, Friday evening, March ———.

The most important event of this semester was the oratorical contest. Something happened to the representatives of the other classes so the medal was given to our representative.

The Junior Class of '16, realizing that the time will soon be here when we will have to part from our beloved classmates and friends, when we will have to go out into this world and fight life's battles, have resolved to take the advice of Holmes, when he said:

"Build thee more stately mansions,
O my soul,
As the swift seasons roll!
Leave thy low vaulted past!
Let each new temple, nobler than the last,
Shut thee from Heaven with a dome more vast,
Till thou at length art free,
Leaving thine outgrown shell by life's unresting sea.

CLASS OF '16.

By Thelma Greene.

We find it a difficult task to express ourselves as to what we think of the Class of '16.

They are favorably known for their mental activity, general culture and intense school spirit.

We shall not undertake to prophesy as to what place they will occupy in the future history of the school, but will say, that up to this date they have helped make that history that has made "Old Normal" famous.

They identify themselves with all the student organizations, and the success of these organizations is largely due to their energy and wisdom.

They have won the love of teachers and students by their unselfish service.

A class that is so energetic, so cultured, and that has so many noble traits of character is sure to make good in the great battle of life.



THE SUB-JUNIOR CLASS

HISTORY OF SUB-JUNIOR CLASS.

This class was organized during the session of 1913-14, with Mr. Howard Clark as its first president. We had enrolled during that year nineteen earnest and hard working young men and women.

The years of our school life intervening between the time of our organization as a class and the present time have been filled with many trials, heart aches and joys. We have at all times tried to do those things which would bring honor to us as a class and to our dear school.

As Sub-Juniors, we think that we have made rapid progress in our school work.

The thirty-six members of this class are loyal and true; loyal to the class, loyal to friends and loyal to "Old Normal."

—o—

ANOTHER ESTIMATE OF THE SENIORS.

Anonymous

Stop, look, listen, as the year of '16 rolls by. We have going with it the class of "Knowalls," leaving behind it to occupy the throne of seniorship the first class of discreet lords and ladies since the good days of Solomon, (i. e., the class of '17).

This class of "Knowalls" set sail upon the sea of knowledge in a little vessel of study a few years ago landed upon Seniorsland. They are trying to remain on this island, not being aware that they are intruding, because this special island is private property owned and will soon be inhabited by the class of '17.

The class of '16 is likened to Alexander. Conquered all the classics, sciences, history and mathematics and lamented because they could not conquer what? Why, the class of '17.

Now this extraordinary class is about to go out, are we sorry? Ask us. We now bid them farewell and with many tears and lamentations we wish them—Success.



THE SECOND YEAR PREPARATORY CLASS

THE HISTORY OF THE CLASS OF '20.

By Willie P. Russell.

The Second Year Preparatory Class is among the few in the K. N. I. I. which has its origin in the Model School. There are in this class six members who entered this department in the beginning of their school career. There are two more who entered during the last year in the Model School. Therefore the history of this class, though still in its infancy, is of sufficient importance to make it worth while to mention some facts in connection with it.

At present there are thirty (30) members, seventeen males and thirteen females.

Those who came from the Model School into the Preparatory Department were fortunate in having for their teacher Mrs. Elizabeth Wilson, one who was both a mother and a teacher to those intrusted to her care. It was through her kind and gentle influence that the class grew strong. Not only did she prepare us for the harder and more difficult lessons which we were to encounter later, but she taught us many valuable lessons in morals and manners. One of the important events in our work in the Model School, was the production of a very beautiful little play called, "The Rescue of the Princess Winsom," an extract from the "Little Colonel Series," by Anna Fellows Johnson. This play was both a literary and financial success.

The passing of the class from the Model School into the Preparatory Department was an "event," and youthful as we were, we realized its importance. It was with some sadness and regret that we left our dear teacher, only to be received by Miss Myrtle Titus, a teacher who has become so much a part of our school life that it is hard to remember that she was ever a stranger to us. Through Miss Titus' kindness and patience we soon felt at home and were it not for the fact that at this time, there began to appear in the class, older members, we should have felt that only a small change had come into our school life. These boys and girls were "Dormitory" people and strangers, and stranger still, they were addressed as "Mr." and "Miss." However, we soon grew accustomed to the new order of things and for two years now, we have had the privilege of receiving valuable instruction from Miss Titus, who is our special instructor in Geography.

Those of us who came up from the Model School, are able to see each year some material change in the course of our school work: for it was in the Second Year Preparatory Class that we found that we were to be instructed by specialists in the different departments. It was here that we found confronting us "Professors," men teachers, who expected of us correct work in their special line. We no longer had over us a kind, indulgent lady teacher who would be influenced by our general behavior and the general knowledge of our work. In the meantime, our class was growing in size and age, and we younger members, witnessing its various changes, felt for a time that we had no teacher and no abiding place in the school room. In some confusion, we thought it out together and from that day we had a different viewpoint and we began to realize our responsibility. It seems to us now that we cannot be properly educated without Prof. Shobe, our instructor in Grammar, Civics and Ethics. He is kind and friendly to us and it is with real pleasure that we enter his room. As we expect to have him follow us through our Preparatory work, I expect to say many more good things of him.

The history of our class would not be complete without mentioning Prof. P. W. L. Jones, our Instructor in History and Arithmetic. We who have been here so long, knew Prof. Jones as a teacher by reputation. So it was with some anxiety that we entered his class for we knew just what he expected of us. We knew that to make good with him, we must be very neat and very accurate and we must be very attentive—all of which would result in good lessons. Knowing what he expected of us, it was not hard to meet his requirements.

Under our new teachers and with the blending of the old element with the new, we are fast becoming organized as a class in the K. N. I. I. We find all changes for the better.

The class organized this term with the following officers:

President Mr. Elijah Johnson
Vice President.....Miss Ella Ried
Secretary.....Miss Mary Moore
Treasurer Miss Lenora Smith
Pianist Blanche M. Ried
Historian.....Willie P. Russell

Our motto is "Excelsior" and truly a class having its origin in the Model School of the K. N. I. I. could have no better.

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CLASS OF '16.

By Blanche Ried, '20.

There are a great many nice things that can be said by the class of 1920 about the class of 1916.

The class as a whole is a dignified one. Its girls are lady like and refined, its boys are manly. They are kindly disposed toward the members of the other classes, always ready to lend a helping hand wherever needed.

They are diligent, earnest workers who will be a help to the boys and girls in the communities in which they teach.

They are young men and women who will prove true to their alma mater and who will be a credit to her.

They have proven by their earnest work while in school that they will make good in their chosen professions, wherever they may be.

We wish for them every good thing that the future may bring and bid them "God Speed."

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THE SCHOOL SHOP A DEVELOPER OF THOUGHT, OR TEACHING STUDENTS TO THINK

By J. L. LAWSON.

Ten years ago it would have been considered a flagrant offense to the sensibilities of the Faculty of this School to have flaunted in the faces of its members such a subject as I have selected for today's discussion. Yet I have no different truths to present to you from those I would have presented on that day.

Not only this faculty, but the world has grown more liberal in its views of education. It has gone forward by leaps and bounds. Many of its cherished traditions and fossilized notions have been shelved in oblivion's caskets.

Ten years ago there was scant place in the world's scheme of education for such a thing as a Shop, but as I have said before, the Old Order Changeth; and as every change in every condition of life today seems attributable to the European war, in no less degree is this change affected by the war.

As some one said in the current news items a few days ago, "A few years ago the great question was, 'The high cost of living;' but today the question is, 'How to produce the high cost of living.'"

Unquestionably this is the question in the minds of men throughout the world today, a question that has been forced forward by the war as it could not have been in any other way.

This has become a shop problem, a problem of the farm shop, the canning factory, the laboratory, and the commercial plants of the world, of every discription.

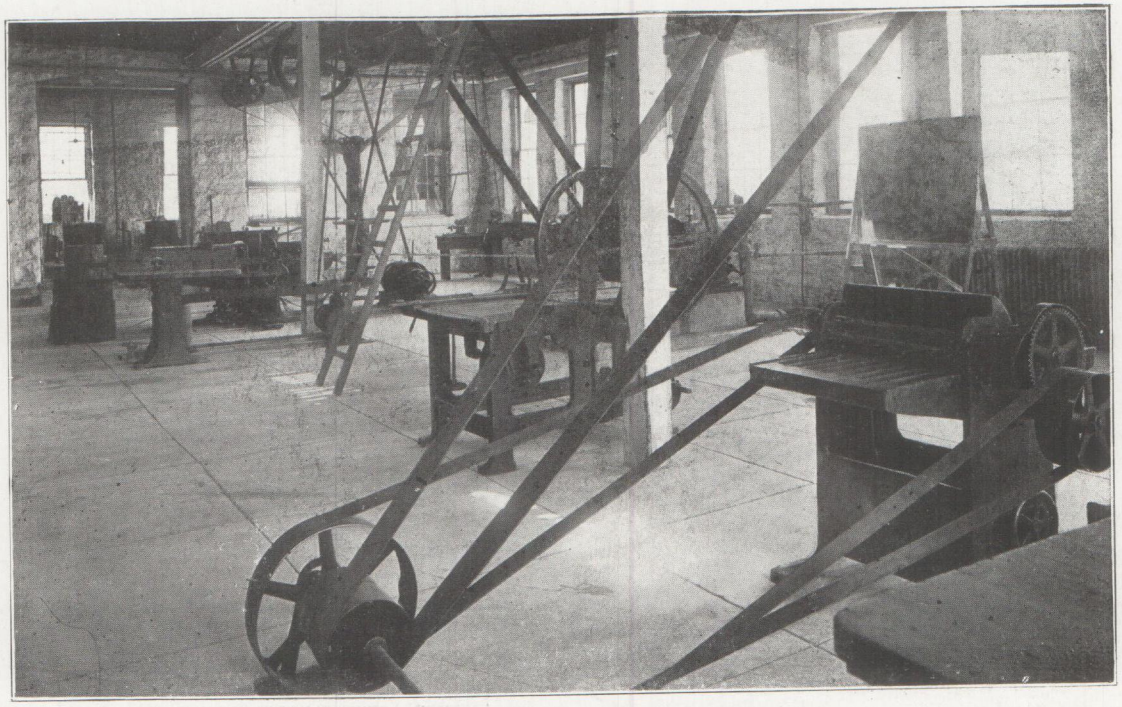
Today, in sheer desperation, the ears of the world are attentive to any "new thing," hence industrial education has a hearing as never before, and it is questionable in my mind as to whether or not there wasn't mingled in the mind of the late Booker Washington and possibly had something to do with his untimely death, the thought, "Lord mine eyes have seen thy salvation, let now thy servant depart in peace."

Not only has military preparedness become a problem of the schools, but economic and industrial preparedness too have become practical schoolroom problems.

Century old precedents have been broken and century old prejudices banished by the forward march of a new thought, recently born in the world.

Sluggish educational minds slumbering serenely in the soothing sleep of centuries of idle precedents have been awakened by the call of the world to the ghastly possibility and even probability of a depleted food supply, of an inadequate supply of proper clothing and other wearing apparel, and of an exhausted treasury.

Reckless have been the speculations relative to the waste of the flower of Europe's manhood, its dire consequences and its redemption.



MECHANICAL DEPARTMENT.

All this upheavel of thought has borne its fruit, a fruit that has not been without its compensations to the world; a fruit that in some ways has recompensed the world for the devastations of the present war.

In no phase of our activities is this fruit more prolific of good results than in the educational work of the world, having resulted in a re-cast of the educational thought. Possibly no single phrase will more fittingly express the results of this development than the phrase, National Efficiency.

The problem comes down to the schools for its final analysis and solution and must be worked out in a better understanding between the classroom and shop.

We hear a great deal about backward students, and about "failures." In a properly organized, well developed, modern educational system, in this day of vocational guidance, especially in the home of the Moonlight Schools, there is no place for failures, in any real sense.

Modern education might well be called the education of the backward student, and well might the successful teacher of today be called the Edison of the schoolroom.

Indeed the system today that does not come to the rescue of the backward student is a failure.

Failures among students are due more to lack of interest than to lack of ability. The first duty of the school is to discover the student's "bent." We must admit that most students have some certain "bent."

Rarely do we find one with no ambition or desire to do some one thing, and granting that one hasn't such a bent, we have one of the most interesting problems of the schoolroom.

It is no problem for the modern teacher to teach the brilliant student, nor is it much of a problem to teach the student abounding with interest in his work, though slow to grasp the gist of the subject. The problem of modern education and of the modern teacher is the salvation of the dull, disinterested, and backward student.

This is the day of Child Study. The development of science has come to the rescue of the healthy child as well as to that of the sick; to the schoolroom as well as to the sickroom.

As the day has passed for doping out medicine promiscuously, so has the day passed for doping out education promiscuously. Today in both cases, individual cases are analyzed without prejudice and the proper remedies administered.

As a result, the number of incurable diseases has been reduced to a minimum, and hopeless cases in the schoolroom are almost a thing of the past.

The teacher has had a new birth. The rod as an incentive to study has been supplanted by "inspiration," and the child has come into his own.

"Teaching a Student to Think," is our subject. Let us add a word to that term, Teaching a Student to Think *Definitely*.

In the classroom the student has his



Students at Work in Carpentry Shop—Bench Work.

arithmetic and his language, and you exhaust the subject and your resources. The same is true of geography, but as Prof. McAllister said the other day, you finally take him out upon the hills and explore at first hand the wonderful revelations of nature. So it is in the shop, the boy comes there having had an exhaustive study of the lesson in arithmetic; take a little fellow in the Model School, or a larger one in the Normal Department, he comes there with his mind filled with the idea of making something. He finds written everywhere, visibly or invisibly, a law, "Plan before you construct," and in obedience to that law he calls for a measuring rule. Getting the rule, he wants to know how to use it, and there, is the application of his arithmetic. There, he must think. There, faulty thinking is hazardous. If his conclusions are erroneous the results are apparent and there is no evasion of the conviction of error.

Next he sees that the square is indispensable. Its proper use is a constant reminder to *Think*. To the advanced student it is a constant call for the application of the geometric principles he has learned in the classroom, always with the price of success or failure as the case may be, crowning his efforts, in proportion to his obedience or disobedience to geometric laws and principles.

The shop not only develops thought and teaches students to think, but is a regulator of thought, teaching them how to think.

So often students come into the shop with bad habits of thinking, running to extremes, some thinking too fast, some too slowly as well as some not thinking at all.

Some come with the habit of thinking as wild as the winds, some with extravagant thoughts. Some, whose habit of thinking is indolent or just lazy. Some are wily, some are willful.

I recall in my experiences some years ago, having cured a student, as far as my work was concerned, of wilyness, by telling him a story before the class, and he has told it over and over again over many states since as to how he was conquered.

I recall curing one of willfulness by giving him a zero in an examination and he has acknowledged his cure publicly several years since. But the most common examples of faulty thinking are found in wild and extravagant thinking, indolence or lazy thinking, and in not thinking at all. The lazy and the non-thinking need to be inspired, while the wild thinker needs to be just tied to a good tough problem or article, preferably of his own choosing, in some good tough lumber, and given enough rope to get "hung up." It is an expensive remedy from the standpoint of materials, but a few doses will cure the patient, setting him right and giving you a splendid subject for the work of the shop.

Let the extravagant thinker pay for the materials he needs to humor his thoughts and he becomes the economist of the class.



Trade Students' Drawing Room.

But it is the indifferent student that thinks "I ain't nothin' and don't want'er be nothin'" that taxes your resources. It is here that the real teacher, using the language of his subject, "shines." It is here that he must call upon the deepest resources of his ability and inspire his subject.

I could name cases in my class today that fit every condition I have mentioned and could tell you of the treatment and the results in the several cases, but such is beyond the limits of this talk. I have at least two examples of the worst class mentioned and if I could name them you would be convinced that their cases are not without hope.

My plea is for a closer co-operation between the classroom and the school shop and a correlation of the work of both for their mutual good and for the effectiveness of the general educational scheme, knowing that either without the other accomplishes but half in the consummation of this great scheme.

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THE NECESSITY OF INDUSTRIAL EDUCATION.

By RUFUS J. KING

If I were to choose what phase of education I would take for my vocation, and study in life, I would choose Industrial Education. There has never been a time that Industrial Education has been so much needed as it is at this present time; especially among the boys and girls who are to be the men and women of tomorrow.

It has been discussed at length, among our most learned men, and has gained much popularity in the last few years. To many of the schools in the South, and in the North as well, has been added a system of Industrial Education; which shows very plainly that to be industrious requires more knowledge of the work or industry than the average boy or girl has acquired.

Industry is derived from the Latin word *industria,* which simply means your habitual employment. The word education is derived from the Latin word *educo,* which means to draw out, therefore the facts that you have drawn out, or learned about your habitual employment together with the process of drawing out these facts is called Industrial Education.

Say your habitual employment is farming, no doubt there is scarcely a boy in any locality who does not think he knows practically all about farming; the time to plant certain grain, the time to cultivate corn, etc. But I dare say that he does not know the benefits derived from following tobacco with wheat, or to what family wheat belongs. Hence, we see a great many little things about our habitual employment that we need to know in order to compete with our white friend.

It seems to have been a custom, or rather a trait in the Negro to do things promiscuously, that is, without any principle, and we have been severely criticized for this trait. Hence, to overcome tnis criticism it means that the Negro boy or girl must do whatever he undertakes, twice as good as the other fel-

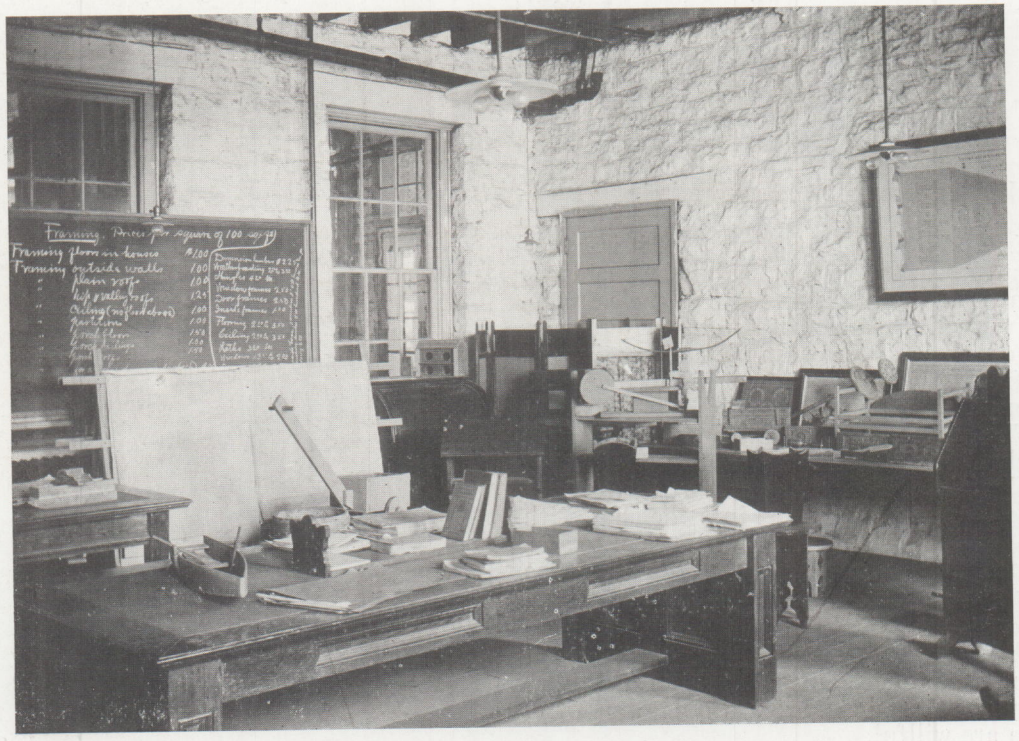


Exhibit Room.

low can do it. And the best method of attaining this ability, is through Industrial Education.

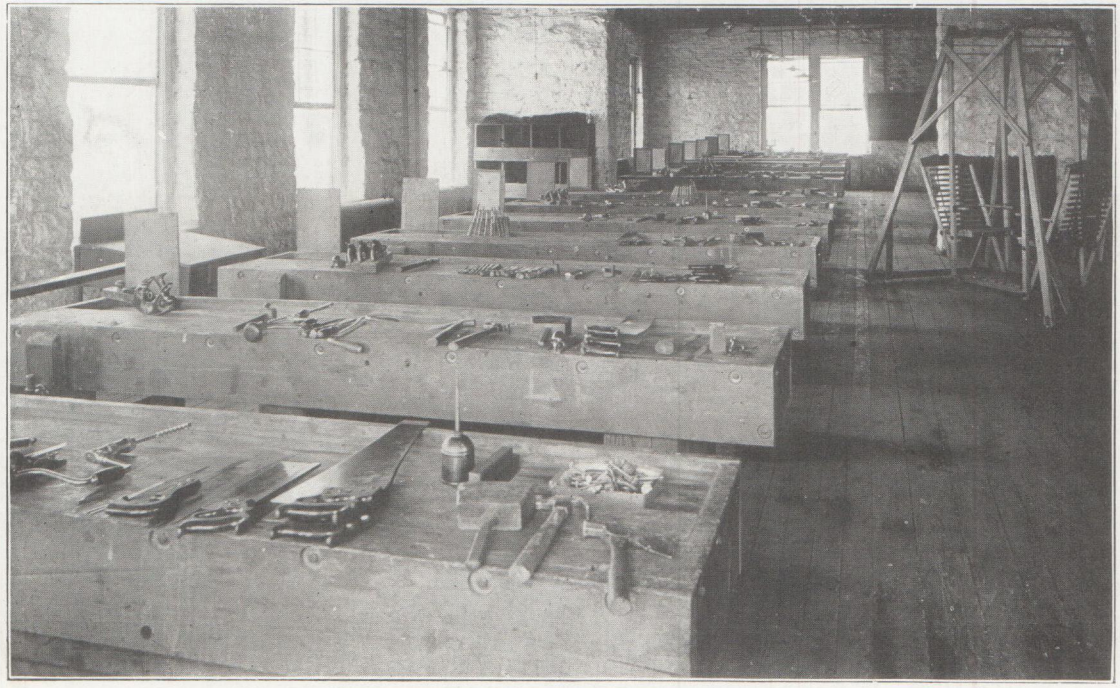
I would say to all boys and girls who feel the need of an Industrial Education, come to Normal. It can give you just what you need along that line and I assure you that by no means will you receive inferior instructions Its trades or industries are those that the boys of today ought to know something about.

Take manual training for an example, what is more necessary than a thorough course in manual training to the Negro boys? You will scarcely find two Negro contractors and builders in even our largest cities in this State, and you will not find one dozen in the entire State of Kentucky. Thus we see that in order for our boys to achieve any greatness they must learn to do, as well as to say.

The world is looking for the man or woman who can do, what he or she knows, better than any one else can do it.

I think, in a course of time that one will not get one-half the pay that he ought to get for teaching in the rural schools, because there are so many who desire to do nothing but teach, and so few who desire to work. And thus it behooves us to do something that will shed luster upon the dusty sons of Ham.

When we see the word "preparedness" here of late, we immediately think it has reference to military affairs, and in many instances it does. But to me it means that the Negro boys and girls must prepare themselves for the great struggle upon which depends the future success of their race. There are many ways in which we can prepare ourselves to render service and credit to our race. We need trained nurses. Suppose in the recent war with Mexico our boys of the Ninth and Tenth Calvary were called into the field to take the lead and repel the enemy, as they did in the battle of San Juan; some of them, of course, *will* receive wounds. What would add to the comfort of the wounded more than the attention and service of a good Colored Trained Nurse? She would both be serving her country and adding credit to her race.



Carpentry Shop—Bench Room



OUR SANITARY DAIRY BARN.

OUR AGRICULTURE DEPARTMENT.

By Preston B. Campbell, Jr.

As it has been said, an idle brain is the devil's work-shop. The one industry that has been introduced into the schools to eradicate idleness is agriculture.

The purpose of the Agricultural Department, is to bring those scientific truths into harmony with the same scientific principles as learned in the study of the agricultural text, and then break down that incommensurable barrier that tends to divorce so many boys from the farm. The aim is to develop a proper appreciation for agriculture by getting down to the truth of the subject, and opening up the vast opportunities for culture as well as for wholesome living that heretofore have been hidden in the soil.

In the subject of agriculture we are taught the principles of feed-farm animals; and we find that nature exhibits itself in such a beautiful way that it is impossible for one not to become interested in the study.

Every one that earns his living on the farm, should know how to feed, and what particular kind of feed will produce the desired effect. For an instance, you are feeding sheep, the most valuable product of sheep is his wool. So when we feed sheep we are feeding for wool. When we feed our dairy cows, we feed them for milk. Therefore, we must give to the cow such feed that will produce milk. And to do this effectively, we must know how to raise such crops on our *own* farm that will produce fat on hogs, wool on sheep, and such foods that will keep our cow in the very best condition throughout the long winter season, and not pattern after our neighbor across the fence.

The young men have made a great success in the work on the farm. Some of them, as you have been told before, have, by the assistance of the silo expert, been able to erect a large concrete silo. Which shows that they are making progress along the line of construction, as well as getting the theory.

The schools owns about three hundred acres of land which affords an excellent opportunity for individual work.

The Industrial course of agriculture includes the care, breeding, and management, of farm and dairy animals. It also teaches the method of fertilizing and improving worn out soil.

The school owns also a large herd of registered jersey cattle which affords a good opportunity for the practice of butter-making, and it has been awarded first prize time after time for the sanitary milk that it has produced.

Another aim in the course of agriculture is to enable the young men and women to understand soil, seed, plants and animals and the influence of the atmosphere and sun upon the vegetable and animal kingdoms. It aims to make the student familiar with the laws of nature and its phenomena, for these are but the thoughts of God.



Harvesting Oats with Self-Binder.



STUDENTS SHUCKING CORN.



Registered Jersey Herd.



Silo—Built by Students.

MANUAL TRAINING—PRINTING.

By GEO. W. HAYES.

The conception of public education has radically changed in the last quarter of a century. With amazing rapidity, the idea, education for service—has been forcing itself upon the attention of all classes of society—upon a misfitted and dissatisfied public, who sees in it a possible solution of its individual vocational problems; upon industry, which sees in it the possible elimination of numerous economic ills; and upon education, which sees in it the fulfillment of its highest responsibilities—the fitting of the individual to cope with his *environment.*

It is no longer necessary to set forth the need of having Manual Training as a part of our educational system, its educative value is universally recognized. The present problem is—what to teach and how to teach it.

Considering Manual Training as a part of the work of the public school, all must agree that its first function is to give vocational information. Young people must learn what the world is doing before they can decide what part they should play in the world's work.

If a course of Manual Training is to be formulated which will help boys and girls to find themselves, and enable them to make an intelligent choice of their work in the future, it must be a varied one. What is needed is an organized training in the practical arts, which will give experiences from many fields of employment, such as wood working, cement and concrete work, metal work, printing and book binding, household economics, etc. Such a course should consist of a series of jobs, projects or enterprises, which in their accomplishment will give to the boy or girl an appreciative understanding of fundamental processes in the more important industries.

Among the many vocations which are open to both sexes, and which are considered desirable forms of public school vocational education is printing. Its merits as a school study have become so obvious that its advocates are rapidly increasing, and it is being taught in a greater number of schools each year.

Printing, as an important link in the Manual Training course, has many desirable features. In the first place, printing is one of the most important of all industries—ranking fifth or sixth in the classified list of American industries. The wages paid good printers compare favorably with those paid other skilled laborers. The sanitary conditions of the modern print shop are the best. The quality of the work, both from an artistic and mechanical standpoint are constantly improving. The opportunities for promotion are many. There are many fields open, especially to competent Negro printers with business ability, for shops of their own. The Negroes of Kentucky pay thousands of dollars annually to white print shops because the Negro printers are not able to do the work. These reasons alone would justify the introduction of printing into our schools, and especially in communities where



THE PRINTING OFFICE.—This Annual Was Printed in This Office

the opportunities for employment are at hand.

Aside from the economic value of printing, there are other and more important reasons why printing should be a part of our educational system. The student who takes a year or two in printing and who is required to do the work intelligently and well, not only receives valuable training of the eye and hand but sound mental training as well. Printing is the best possible means of objectively teaching English. What the laboratory is to Chemistry; what the specimens are to Botany and Geology; what the fields are to Agriculture; the print shop is to the successful and effective teaching of English. Mistakes in English, whether in the spelling of words, in the punctuation, or in the grammatical and rhetorical construction of sentences are much more noticeable in print than in writing. The pupil being required to take, read, mark, and correct his own proof until it is free from errors, will have CORRECT FORMS impressed upon his mind in the most effective manner.

Printing cultivates and develops the artistic sense of the students studying it. The constant aim of all good printers is to produce an artistic and effective product. If this is made the standard in the teaching of printing, it will involve a study of arrangement, border lines, lettering, spacing and illustrations; size, shape, color, nature and quality of stock, type and ink, must be studied with a view of adapting the medium to the desired results. It therefore develops in the student accuracy, proportion, orderly arrangement, taste and neatness. No piece of writing can be called good without these qualities.

Printing gives valuable training in arithmetical computation and in the keeping of simple accounts. The cost of any particular job involves the cost of stock, composition, press work, overhead charges, and margin of profit. The making out of job tickets and the correct entering of accounts give practical training of the right kind. The job which the student does gives him a strong motive for taking keen interest in the necessary arithmetic and bookkeeping.

Printing is an utilitarian art. It is therefore all the more valuable for school work, for its product is usuable in the school and in the school system. School stationery, all kinds of cards, tickets, school papers, reports, these and other kinds of printing can be designed and done in the school print shop. This not only gives valuable training on the technical and mechanical sides, but the very fact that the product is usable in the school fosters a feeling and spirit of helpfulness, and relates the work of the shop to the other activities of the school.

Certain things, however, are necessary to make printing in schools a success. The failure or partial failure, can always be traced to the neglect of some of the essential things needed for successful work.

1st. The print shop should have ample space, light, heat, and ventilation. It



Corner in Printing Office.

should be equipped well to do the work contemplated. An elaborate equipment is not necessary at the beginning. It is much better to begin in the work with a small and carefully selected equipment and gradually add to it as the growth and needs of the work may require, than to begin with too large an equipment, purchased without definite knowledge of the actual needs of the work.

2nd. The furniture in the shop should be so arranged as to facilitate the work in every possible way. Model print shops should be studied, and the ideas gained carried out as far as possible in the school print shop.

3rd. The teacher should be a man of sound scholarship, and high ideals. He should be able to teach and discipline well. He should not only know what good printing is, but also possess the ability to produce it. Strict attention to duties, accuracy, good taste, and intelligence should characterize his work.

4th. The course of study should be carefully planned so as to give the student the fundamental principles of the trade in an intelligent and progressive way. Haphazard work is harmful and has no place in a well regulated print shop.

The course in printing is to be correlated with the work in the school room, which should include a foundation knowledge in language and literature, history and government, mathematics and science, drawing in relation to printing, and training in health, vigor, character, individual initiative and efficiency, and social and civic co-operation.



Press Room—Printing Office

TO BE A DRAMATICAL STAR IN "LIFE," OR, THE DRAMA OF LIFE.

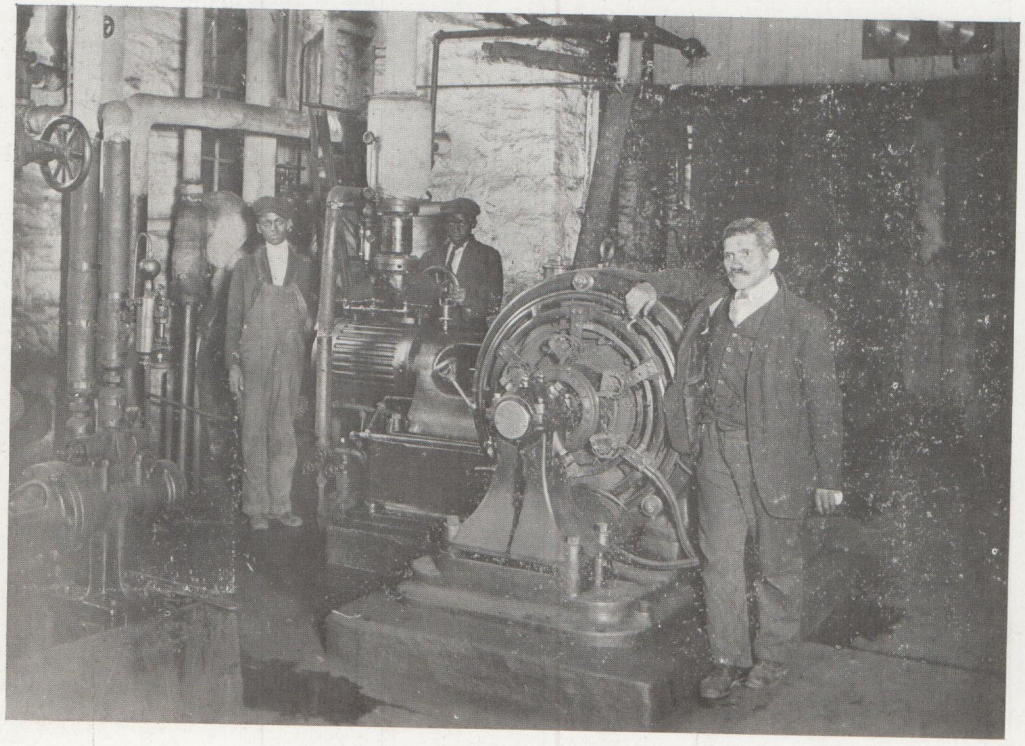
By AMELIA A. LEE.

There has been no play during all history that so concerned every individual that possessed all those faculties that go to make perfect manhood, as the one now before us. It is one in which all are striving for one great goal. We might liken each individual to a star in the elements where each tries to outshine the other; to connect it more closely with the subject, I would say each is trying to create the most favorable sentiment among the spectators.

One of the precious thoughts I might present you with is this: Be sure you are right. Let this be the foundation of your aims. To prevent a fall from the storms of opposition or winds of defeat, the foundation must be stronger than the building. I emphasize the fact, let your aims be high. Whatever position you may desire to occupy, be satisfied with none but the best. Stand out pre-eminently among the masses of men; this you can do if you desire. There are yet new fields to conquer, new mines to be relieved of their intellectual jewels. There are crowds in the valley but always room for success at the top. "Not failure but low aim is crime."

During this age of intellectual revolution, discoveries and inventions, he is a wise and industrious being that takes advantage of opportunity when presented, that turns opportunity up, instead of waiting for it to turn up of its own accord. The day for delays, excuses and failures in life has passed or is fast fading into oblivion. Let us consult eminent writers on the subject. One says, "Thus at the flaming forge of life our fortunes must be wrought."

Another, "Once to every man and nation



Dynamo in Power and Lighting Plant.

comes the moment to decide." Again, "Don't nurse opportunity too long, take it into partnership with you lest it leave you for better company."

Next in importance comes perseverence. Were we to take a review of the blazoned tablets of time, we might see the achievements of perseyerance from the seven sages of the golden age of Greece to the master minds of modern times. Youth is the time to start on this long preparation to live; it is then and there we should offer up ourselves on the altar of sacrifice to "give to the world the best we have and the best will come back to us." How can we reap what has not been sown? It is contrary to the natural, divine and civil law; real joy and appreciation comes only after labor, sacrifice, and failure, these only make us the stronger. Our reward will be great according to the energy that is exerted. "Many men," says a writer, "owe the grandeur of their lives to their difficulties." In the face of difficulty Garfield and Lincoln rose from poor backswoods to the presidential chair; Washington won for himself a reputation for oratorical ability and was promoter of the industrial idea in America. "It is lesson after lesson with the scholar, crop after crop with the farmer, picture after picture with the painter, that insures what all so much desire —success."

If these previous paragraphs are fully exercised and followed, there will be but few more requisites to success. Build up a good reputation. Proverbs says, "A good reputation is better than all riches." Be kind and friendly to all men, let not haughtiness invade your heart for you will be humbled.

In conclusion I will say, when this great and realistic drama of life is over, we will feel that the world will realize we have lived and it cannot be said of us as did Antony in his oration over Caesar's dead body, "The good is oft interred within their bones." O may we all exclaim in the language of the poet:

"Life is real, life is earnest,
And the grave is not its goal
Dust thou art, to dust returnest,
Was not spoken of the soul."



Senior Class —Mechanical Drawing

Swich Board Power and Lighting Plant



THE INDUSTRIAL DEPARTMENT.

By Alma Storey.

This has been a very successful year in our Industrial Department.

The Department of Domestic Science is taught by Miss Maud C. Gaddie, one of Howard University's most capable young women.

Domestic Art is taught by Mrs. Annie Oneal, a graduate of Chicago University. Mrs. Addie G. Smith has charge of the School Laundry.

All of these departments turn out efficient laborers.

DOMESTIC SCIENCE.

The Domestic Science classes have been appealing to the aesthetic tastes of both students and Faculty, and we are happy over the results of the year's work.

The Seniors are going out in the rural districts of Kentucky and elsewhere to spread the knowledge of Home Economic, Household Bacteriology and Food Dietetics.

The Domestic Science Department consists of two rooms, the kitchen, a well lighted room with individual desk and implements for a well regulated kitchen. The dining room is not so large but quite as beneficial. Dainty five and ten cent lunches are served daily to the student body. The money realized from these lunches help to defray expenses and to purchase various articles necessary to the kitchen and dining room.



Class in Cooking



Class in Sewing

DOMESTIC ART.

This department does not aim to turn out professional seamstresses, but rather to give to the student the ability to do ordinary sewing, as this accomplishment is essential to every young woman in every-day life. Simple and well made garments are made, and yearly the young women do their spring sewing in this department.

The course embraces: The rudiments of sewing, different stitches used in hand sewing, basting, stitches, back-stitching, over casting, hemming, gathering, darning and button hole work. Machine sewing is also taught. Students who specialize in Domestic Science and Domestic Art receive a diploma.

LAUNDERIES.

We have two launderies, the private and the students' laundry. Some of the girls work in the private laundry to help pay their board. The boys and girls who do not care to do their washing have it done in this laundry.

The students' laundry is where all the young women do their laundry work that do not care to have their washing done.

The wash rooms and ironing rooms are splendidly equipped with the necessary articles which go to make the labor of hand washing and ironing as pleasant as possible.



Officers of the Jacksonian Literary Society



First Year Preparatory Class.

RELIGIOUS WORK.

ELIZABETH B. HOGAN, '17.

It has long been the opinion of some that boarding school life is not conducive to healthy spiritual growth. Probably this was once true, but we are glad to say that with the improvement of our educational system much has been done to eliminate this condition and many plans have been devised to aid the student in the acquiring of Christian activity. The Kentucky Normal has kept up with the times in this work.

We have four distinct religious organizations in our school: The King's Daughters Society, the Y. M. C. A., the Wednesday Evening Prayer Service and the Sunday School. These organizations have labored earnestly and are continuing to do so. Looking back at the things which they have been doing in the past we indeed feel gratified.

—o—

KING'S DAUGHTERS.

Our King's Daughters circle was organized shortly after the establishment of the Institution and has steadily kept its course through all the trials and triumphs which our grand old Normal has been heir to.

The society seeks the highest development of Christian ideals among the young women and in this it has not failed, for it is not likely that any who attends the different inspiring meetings will ever out grow its influence.

This year which is now passing to form another mile stone in its history of success has indeed been a banner year. The membership is larger than ever before and each member has labored earnestly to help build up the circle.

The officers elected for the last semester were: Misses Katie Berryman, Leader; Emma E. Jones, Secretary; Vinia Clayborne, Assistant Secretary; Mae Agnes Gordon, Pianist: Sick Committee, Valaria Springfield and Roberta Alexander, with Mrs. A. G. Smith as general sponsor, to whom we owe much for her untiring and faithful service in this work.

The Society meets every Sunday evening and has either a Biblical discussion, song service or an especially arranged program, all of which are much enjoyed.

Our object is to reach out and touch every girl in school and to be of help to her in any way possible whether in pleasure, illness or sorrow. This spirit of mutual helpfulness has permeated every branch of the school life and under its influence the moral tone of the Institution has been elevated.

May the King's Daughters circle never die, but ever live to scatter sunshine upon the way, remembering ever its motto: "Cast thy bread upon the water and thou shalt find it after many days."



Officers of the King's Daughters



Special Class in Domestic Science.



Room—Boy's Dormitory.

SUNDAY SCHOOL NOTES.

By G. C. Byrd.

"A little learning is a dangerous thing." This is especially true if the religious side of life has been neglected. The Kentucky Normal and Industrial Institute lays much stress upon training for Sunday School work. Young men and young ladies who are going out to teach in the rural schools should be well prepared to teach in the Sunday Schools. This is a much needed work in nearly every community.

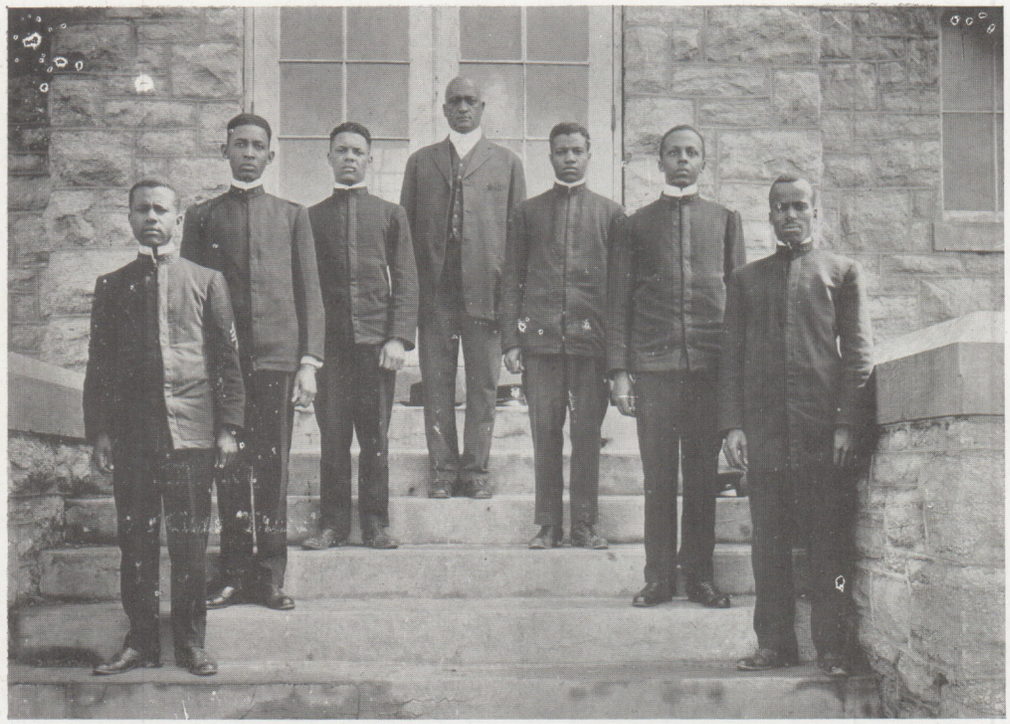
The present enrollment in the Sunday School conducted by the Institution is about one hundred and fifty (150).

Those students who work in the city attend Sunday School at one of the three local churches.

The Normal celebrated Easter this year with an unusually interesting and instructive program. In the forenoon we had the study of the regular lesson text. In the afternoon the student body, faculty and friends listened to an able address delivered by Mr. W. L. Anderson of Cincinnati, Ohio. On Monday the students were given an "egg-hunt" over on the farm at which Miss Norine Brown found the egg and won the prize.



Miss Norine Brown
She found the Golden Egg



Cabinet of Y. M. C. A.

THE PHYLLIS WHEATLEY LITERARY SOCIETY.

L. Anita Turner.

In 1902, during the administration of President Hathaway the "Phyllis Wheatley Literary Society" was organized by the young women of the Kentucky Normal and Industrial Institute. Up to this time the "Jacksonian Literary Society" had been composed of both young men and young women; but owing to some friction which arose in the Society, a change was decided upon. The "contrary opposite sex" withdrew, leaving the young men who still retained their name of the "Jacksonian Literary Society."

The young women organized a separate and distinct Society, calling it the "Phyllis Wheatley Society," in honor of the great Afro-American woman poet. They drew up their by-laws, elected their officers, and have made great progress. Enticing offers have been made by the "Jacksonians" for a reunion of the societies, but the "Phyllis Wheatleys" refuse to lay down those delightful responsibilities and that independence which they did not shoulder so lightly in the formation of this society.

Though the years have changed our membership and taken from us those self reliant workers, who are now taking active parts in the great suffrage and other great movements of the times, the same spirit of independence prevails. There is a chance for every young woman to make good and become a leader in this society as all are expected and required to become members.

The object of this society is to encourage each and every member to express her opinions freely and fearlessly, at the same time learning to accomplish this in a diplomatic way; to develop a desire for the best music; to broaden literary activities; to develop the elocutionary ability of its members; to keep in touch with current events; in short, to prepare its members to cope with any situation in life, whether it be in the professional, literary or social fields.

The society meets the first and third Friday in every month in the large music room in the Young Ladies' Dormitory.

At the end of each semester officers are elected for the following semester. The officers who served last semester were: Miss Audley Stewart, President; Miss Chloe Shoffner, Vice President; Miss Cassie Maddox, Treasurer; Miss Zidae Mae Boyd, Secretary; Miss Cora Samuels, Asst. Secretary; Miss Eva Wright, Chief Justice; Miss Alberta Braxton, Sergeant-at-Arms; Miss Odie M. Taylor, Editor; Miss Mae Agnes Gordon, Pianist. Many interesting subjects were debated during the last semester.



Officers of Phyllis Wheatley

ATHLETICS.

By Robt. W. Summers.

We have learned from wise and learned men, that Athletics play an important part upon the intellectual and physical development of the individual. If this be so, why not lay great stress upon it as an educational need in our Colleges and Institutions? For the last two or three years Athletics in this Institution have slightly been on a decline, but this year the faculty and students working in harmony have placed Athletics on the highest plane in the history of the Institution.

On my arrival at Normal some two or three years ago, I found that the students and members of the faculty had lost interest in Athletics. And the result was, the boys of the Athletic teams did not accomplish much. In the fall, they had no foot ball line-up at all, but in the spring the boys got together and reorganized a base ball line-up. They worked out nicely and on May 19 they challenged West Virginia for a double header, out of which they won one and lost one. And on the following week our boys went to West Virginia and played another double header and lost both games.

In the fall of 1915 the Athletic spirit was once more aroused in the students and members of the faculty, and every one was expecting Old Normal to make a showing on the foot ball field. But owing to a misunderstanding on October 19th a number of the "stars" of the foot ball team was forced to discontinue work in the Institution, hence, we closed the season without a game.

The last season we were much delighted to have what we called the strongest team in our Institution. Never before was there so much enthusiasm shown in our Athletic work. During the past season we played two games of foot ball: one with State University of Louisville, Ky., score for Normal 20, for State 19. The other game was with Central High School of Louisville, Ky., the score for Normal 7, for Central 12.

BASEBALL.

Base ball is our national game; a game that every one is deeply interested in, especially those who attend K. N. & I. I.. Because when they once see our boys work out, they at once become boosters.

On the beginning of the season Mr. C. E. Nichols, (the Captain of the base ball team), remarked to Prof. P. W. L. Jones, (the manager), that this year's team would go down as the best known team in the History of the Institution.

On April 6th the K. N. & I. I. team won the first practice game of the season from the Clinton Street High School team. The K. N. & I. I. boys were in fine trim and they worked out nicely.

The wonderful slugging of G. C. Byrd featured the game. The score for K. N. & I. I., 17, for C. S. H. S., 8.

The opening game of the season took place at Glenwood Park April 29th, Lincoln Institute versus K. N. & I. I.



Base Ball Squad

In the game with Lincoln Institute, the K. N. & I. I. team showed that it was superior. The game was fast and well played, only two errors marring the contest.

The Normal boys hit the ball for a total of fifteen (15) hits, against six (6) by the visitors.

In base stealing the K. N. & I. I. boys also surpassed the visitors. The home boys stealing eleven bases, while fleetness of the Lincoln boys could only net them six bags.

The pitching of Olinger for K. N. & I. I. was the feature of the game. He issued but one pass while causing fifteen (15) of the Lincoln boys to whiff the air in a vain attempt at connecting with the elusive sphere.

The Lincoln pitcher gave but two free trips to first, while fanning eight (8) of our sluggers. All the Normal boys were hitting, but the batting of Summers, Combs and Titus deserves special mention.

The score for K. N. & I. I., 6, for Lincoln, 4.

On May 6th K. N. & I. I. met with her first defeat, by losing a double header to West Virginia. Though our boys played hard and well, they were unable to check "W. Va. I."

West Virginia has a splendid team and it is all due to the fact that they have their own Athletic field and can practice at will.

TENNIS.

Tennis is a game that the young ladies enjoy. And we now have upon our campus three beautiful courts. The third court belonging to the class '17. The young ladies of that class felt that they deserved a court of their own, and the boys being only too glad to please "their girls" prepared this court and placed it at their discretion.

This, my gentle reader, is the progress our Athletic Association has made since its decline in 1914.



Middlers on the Tennis Court

CONFESSIONS OF A K. N. & I. I. GIRL.

ELIZABETH B. HOGAN, '17.

Monday.—Today I have made some new resolutions. First, not to be sent from Cicero Class again, but with stoicism to await the banishment of Catiline and the rejoicings of Rome. Second, never to get on intimate terms with the Discipline Committee, as I don't like their method of thinking. Third, to take our Dean's advice and to at all times tell the truth. So henceforth in my Diary I am not going to pretend that on Normal we float by on a Flowery Barge hearing sweet music, but just tell every thing as truthfully as possible.

Tuesday.—My Industrial Day, and what do you suppose happened. I was a little late attending Domestic Science Class and our dear little teacher assigned to me the task of writing a one thousand word composition on "Why I Was Late," but later being moved with compassion, she changed the assignment, giving me instead a very small sum to add, just covering two sheets of large paper and the answer in billions, nevertheless I accomplished the feat after four hours of strenuous labor.

Wednesday.—I am feeling quite proud of myself, because I didn't flunk a single time today. I was afraid of being called on once, but I put on a wise look and Prof. James passed me by. Prof. James is our Agriculture teacher, and is so kind, as he never delights in giving you more than two zero's a period for moving. My, but he can talk so much about alfalfa, silo and a balanced ration. I must stop writing now and study my Cicero for tomorrow. If Prof. David begins at the first of the roll I will have about the 15th or 16th line, but if he begins at the last of the roll, I'll get either the 26th



Junior Class "Stars."

or 32nd line. I do hope no one will be absent.

Thursday.—Well, I shall never forget what has happened today. I am nervous even now. We began the study of Biology the first of the week and of course I thought it unnecessary to begin real work so soon, but what was my surprise when Prof. Lawson commanded, "books closed and eyes up." I didn't take that so seriously, but the next minute he boomed out Miss ——— explain the "Physiological division of Labor." A message from the Delphian Oracle couldn't have frightened me more. I jumped up, not knowing even what the word meant, yet I believe I could have gotten by pretty good any way if he hadn't turned those two "danger signals" of his on me. I am so afraid of him anyway, and—Oh, the way he looks at you, just as if to say, "You silly little donkey sit down," so I just floundered about for a minute and dropped on my seat. I never was so glad to sit down and receive a zero in all my life. I like Prof. Lawson, but goodness, I do wonder why they ever gave those all seeing eyes to a teacher.

Friday.—To get good marks I've found out that along with studying one must use a little diplomacy. I agree with our Dean that its better to be educated than graduated, but—well—I know my limitations, so I've learned every professor's likes and dislikes, agree with them on every subject, talk to them before and after class, watch the order of roll call, get out of being called on whenever its possible, make them call on me if I happen to know anything, and answer out every chance I get. Of course I have to study some, but these little things certainly help you out a lot, and—Oh, dear, there comes Mrs. Smith, I must hurry and turn out my light.

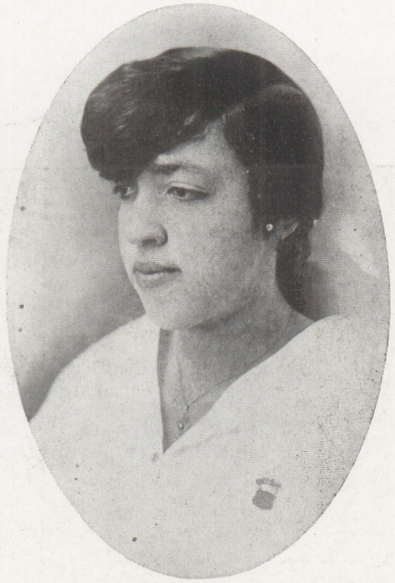


Room---Ladies' Hall.

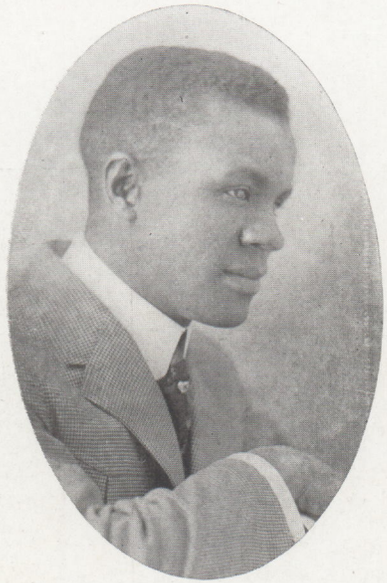


Model School.

WINNERS



Miss Madye Covington, '18,
Gold Medal in Essay Contest.



Mr. Claud Nichols, '16,
"Photo Social Popularity Contest



Miss Zida Mae Boyd, '18,
"Photo Social Popularity Contest"



"THE ROYAL SIX," CLASS OF '16.



THE MOZART SOCIETY.



WILLIAMS and MOORMAN
Artists.



THE INSTITUTE PRINTERS.



LADIES' HALL.

SOCIETY.

By Elizabeth Haskins.

"All work and no play makes Jack a dull boy." Evidently this is what our committee on entertainments is thinking, for the social life of Normal has indeed been more pleasant during the year 1915-16 than ever before.

No doubt the members of our most honored faculty, felt that to obtain the best results from the students, they must offer some means of recreation to their exhausted brains, (exhausted from hard (?) study). After having drunken so deeply of the pellucid depths of the Pierian springs it is a delight to attend the various social functions of Normal.

Our monthly social held in the drawing rooms of Ladies' Hall on the first Friday night of each month is a source of much pleasure and enjoyment. At the socials the young ladies and gentlemen are allowed to converse and participate in various games and amusements. We are usually entertained by an instructive and enjoyable programme and exhilarating music, furnished by our school orchestra, which is always enjoyed.

A source of great amusement and diversion are the moving picture entertainments given at the auditorium in Hume Hall. These entertainments are given often and are extremely enjoyable, owing to the fact that we have a splendidly equipped moving



"The Fashionable Three" of Class of '18.
The Institute Campus.

picture apparatus costing about three hundred and fifty ($350.00) dollars. We are permitted to see only the most wholesome and beneficial pictures. The greatest actors and actresses of the screen are brought before us.

In September we were permitted to be present at the Public Rhetoricals of our most beloved (?) Senior Class. The programme was indeed interesting and instructive and showed clearly the dignity and capacity of this learned class.

In January we were again entertained with an unsurpassable Rhetorical programme rendered by the Middle Class. We all are aware of the rare genius and ability of the members of this most noble class, therefore it is needless to say aught concerning any programme in which they participate.

The most interesting and classic entertainment of the year, however, was one of the various numbers on our Lyceum course was a musical entertainment rendered by Blind Harris, a most wonderful and talented man.

We were given a rare treat when Madame Lurcretia-Knox-Mitchell gave us part of her valuable time and presented us with a few classical selections.

In March we were royally entertained by our Junior Class. The programme treated mostly the great European war.

The crowning event of society on Normal Hill, the highest round in the social ladder, and the entertainment of entertainments, was the splendid Officers' Banquet held in the drawing rooms and dining rooms of Ladies' Hall. Here were gathered the elite of Normal. Each officer in the military department was permitted to invite one young lady to this great event, and she was indeed fortunate who received an invitation.



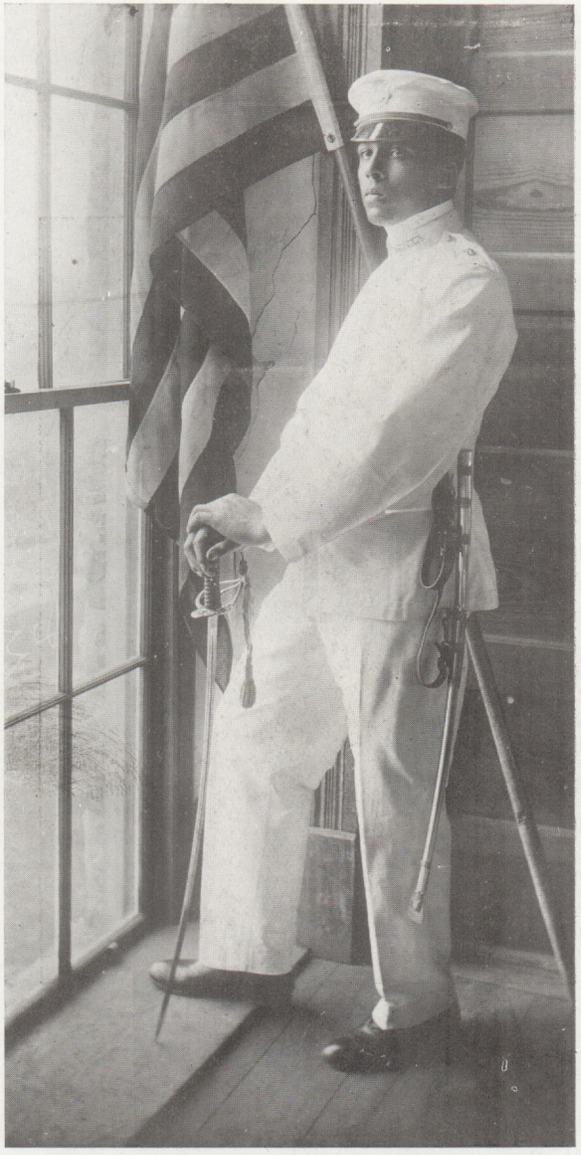
"Quinque Amici" of Class of '17.
Institute Campus



HUME HALL



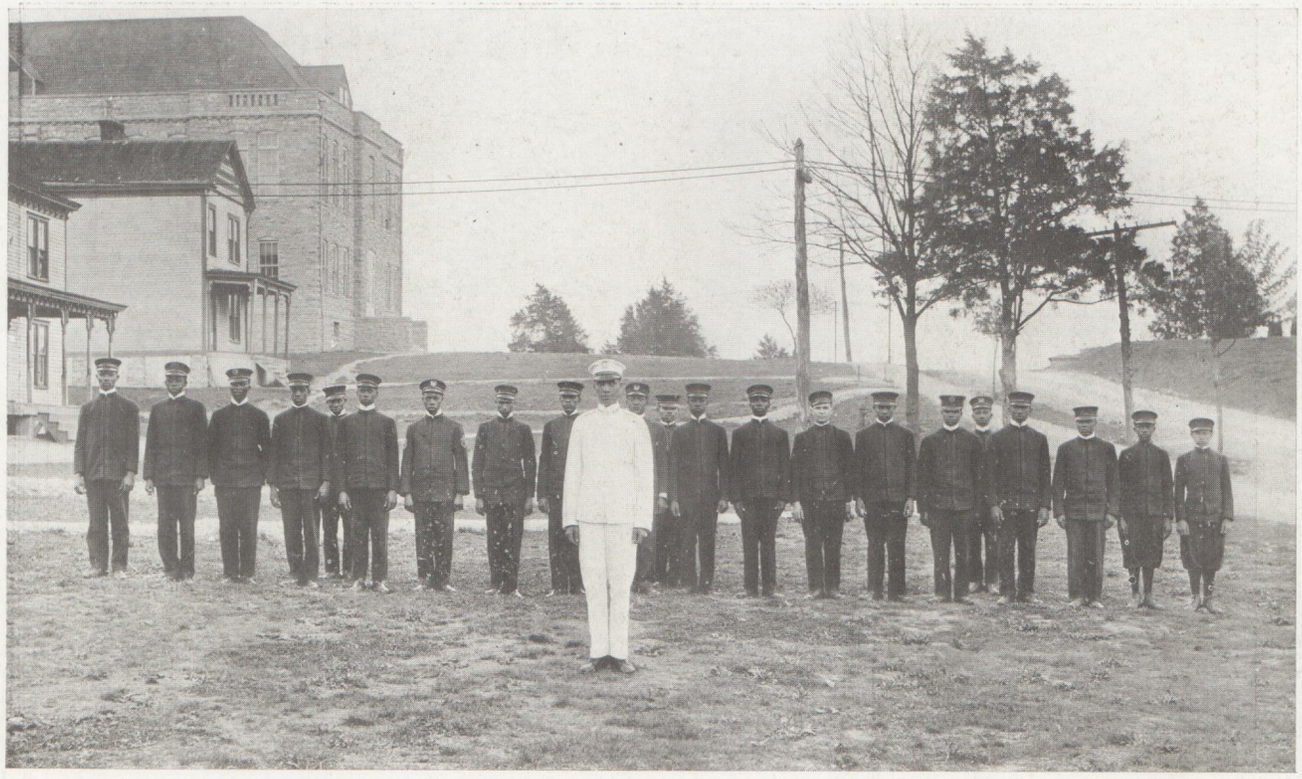
OFFICERS OF THE BATTALION —1915-16



MAJOR MILEY R. COFFIELD,
INSTITUTE BATTALION



"THE HEAVENLY TWINS" on the Institute Campus.
Winners of First Prize in the "Photo Guessing Contest.



COMPANY Z—Scott Vanmeter Mitchell, *Captain.*



INSTITUTE BAND.



The Laboratories are furnished with the necessary equipment for the successful prosecution of the needful experimental work in the sciences of Chemistry and Physics.

The students, under the direction of Prof. D. L. Lawson, Director of the Departments of Science and Engineering, constructed the equipment used in this department. They are now building additional laboratory tables.



Students at Work in the Laboratory.

"THE JOTTER"

LANGSTON BATE.

Only a crab gets sore at a joke; so don't be a crab.

"Gray hairs are a sign of wisdom." That is why some of our "profs" are bald.

Why is Beard's mustache like a base ball team?

(Nine on a side.)

J. F. R.—When will you marry me?
C. M.—Next year.
J. F. R.—What's the delay?
C. M.—Well I'm not going to have people say that I proposed.

For Subs may come and Seniors may go but I stay on forever—J. T. G.

M. A.—Campbell is not enough so give me "Moore."

Better to be "ditched" by a train than by a girl.—E. R.

Senior Girl—"Bacon is only good for breakfast and I never eat until the noon hour."

Teacher—What is space?
J. W. D.—I can't think of it just now but I certainly have it in my head.

A. A.—Do you know Leland, I really believe I can read your thoughts.
L. S.—If you could you wouldn't miss the next train.

Summers (in the domestic science room)—Do you serve lobsters here?
Malinda (serving)—Yes, we serve anybody.

Haskins (after finishing "The man without a country")—I cannot imagine anything worse than a man without a country.
Garrett—Oh, I can.
Haskins—Why, what?
Garrett—A country without a man.

W. B.—I never like to take a part in plays, it makes me think I am making a fool of myself.
C. S.—Every one thinks that.

A. V. S.—I'd rather have "him" call on me than any "teacher" (call on me).

"A girl can't help her looks but her looks sure can help her."

A. F.—Do you believe in signs?
E. V. H.—Yes.
A. F.—Well last night I dreamed that you were in love with me, what is that a sign of?
V. E. H.—That's a sign that you were dreaming.

J. B. (leaning against a radiator)—I smell cabbage burning.
G. H.—Sure, get your head away from that radiator.

C. S. C.—Darling, I'd die for you.
Rosa (the undertaker's daughter)—Would you really? You're just a dear, you know business has been very dull with father here lately, and I certainly need a new hat.



TEACHERS' REVIEW CLASS.

NORMAL'S MERRY GO-ROUND.

By Laura Taylor.

The way to reach the heart of the Seniors is through their stomach.

Miss P. G. says, "I can not learn Latin because I'm strictly English."

Algebra is excellent,
Geometry does very well,
Biology is magnificent
But Cicero is—beautiful.

Miss L. W. G. says, "Life without B-A-B-Y is woe."

Miss M. E. S. says, "Life is not so short but there is always time for flirtation."

Guess who said Mr. A. H. F. certainly believes that bread is the staff of life.

Guess who said, "I love everything that's old: Old friends, old times, old manners, old books, old wine."

Mr. C. H. seems to be a paralyzer of the female heart.

Not long ago, Nichols, while walking the floor was overheard to utter the following Soliloquy:

"To work or not to work, that is the question. Whether 'tis nobler in the mind to suffer the reproofs and lectures of the unmerciful professors, or to take up arms against the whole faculty, and by opposing to be expelled? To shirk, to be expelled, no more; and by being expelled to say I end the heartache and thousand rough rebukes a schoolboy is heir to. 'Tis a pleasure devoutly to be wished. To shirk, to be expelled, to go home! Perchance to meet dad; ay, there's the rub; for in that meeting what work may come, when I have shuffled off these schoolboy clothes must give us pause."

WANT ADS.

Wanted—Three hundred honest, upright, talented young ladies and gentlemen to act as middlers next September.

Wanted—One hundred brawny athletes to help us beat West Virginia team. Apply next September Athletic Association.

Wanted—Persons of genius, who can work day and night, without eat, sleep or pay, to run school Annual. Apply at once, to Annual room.

Wanted—Efficient middle class to take up the work left off by the present middlers; also efficient Senior Class to help Faculty run the school.

"Say Moore, is Fielding in his room?"

Moore: "Why, of course he is, don't you see I'm pressing his pants."

Normal's Rules and Regulations have lately been revised and the following have been added:

I. Students are required to cut chapel exercises regularly.

II. To leave town when they please, just so they pay their room rent.

III. To be present at all report meetings.

IV. To report every evening at 3 o'clock to the Discipline Committee.

Bacon: Robinson have you ever been to Philadelphia?

Robinson: Yes, I spent a few weeks there one evening.

Dear Sweetheart:

After long consideration and high estimation, I have a strong inclination to become your relation. If this manifestation should meet your approbation it will cause me great elation. I should then make preparation to secure a location for our future habitation. But if this persecution of my admiration should excite your indignation, it would cause me great humiliation which I will try to bear with resignation.

Yours with puzzleation,

Bacon.

Silver Collars—

The collar with the Linocord Buttonhole unbreakable.

Neckwear—

Leading Brands in all styles and shapes.

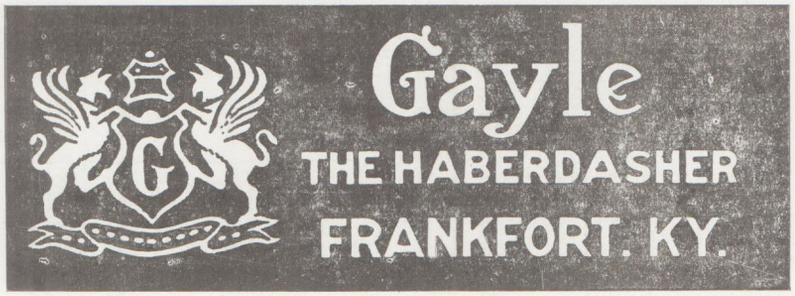
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$20 to $45



Webber and Heilbroner Soft and Stiff Hats

"The Gayle" Soft and Stiff Hats.

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Duofold Health Underwear.

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Transfer

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CRUTCHER & SIMPSON

Ladies and Men's Fine Shoes

STRICTLY ONE PRICE TO ALL

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When your shoes need repairing
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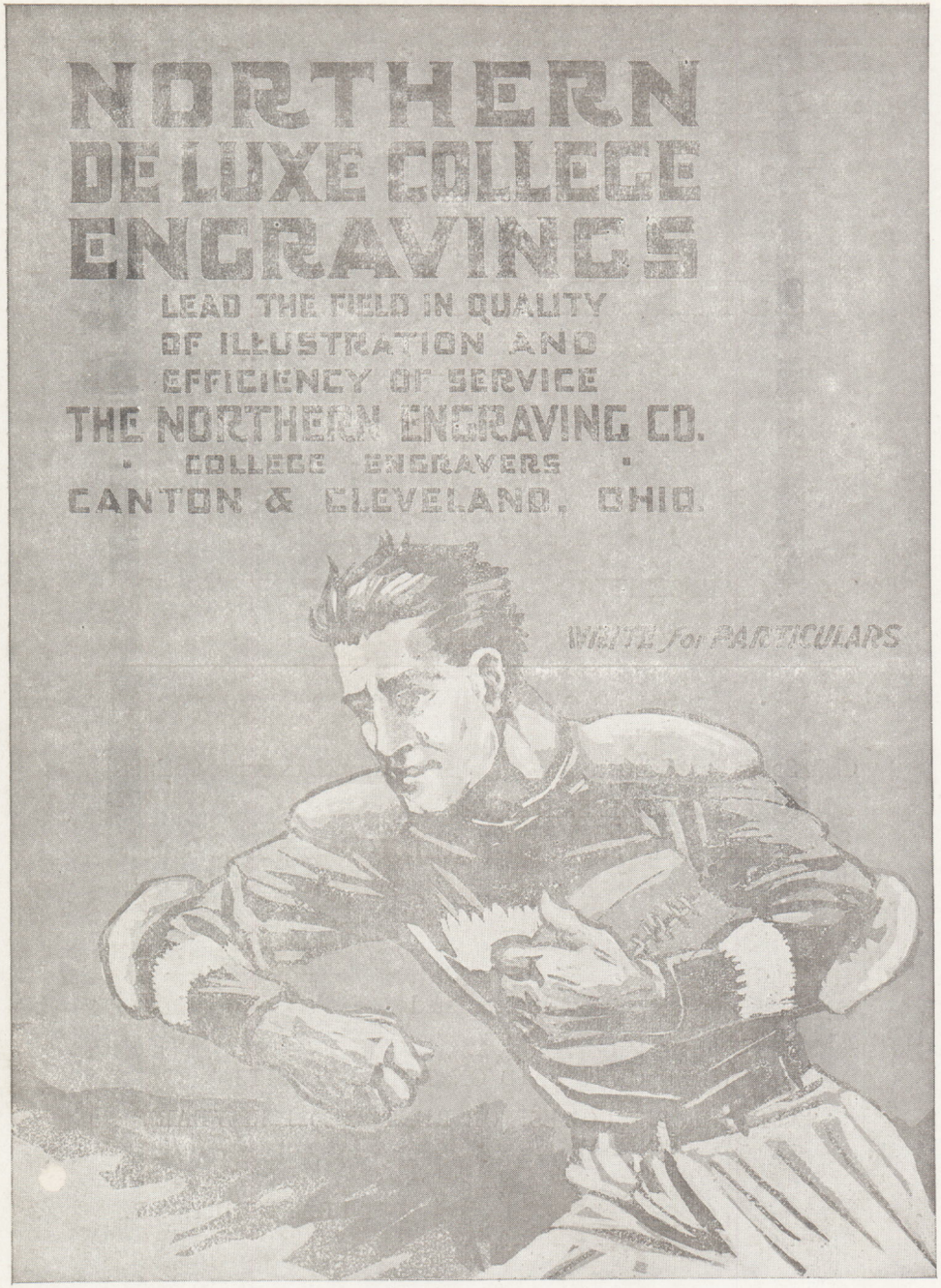
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